



INTERMEDIATE B1
TEACHER'S HANDBOOK

LET'S TALK! ENGLISH



4

CHAPTER FOUR SCHOOL



LEARNING OBJECTIVES

I will be able to...

- discuss future education plans.
- make predictions about future events.
- use cause and effect connecting words.
- understand differences of 1st & 2nd conditional.



VOCABULARY

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THE UNITED KINGDOM CULTURE IN THE UK

WALES



Capital: Cardiff
Other Major Cities: Swansea, Newport
Population: 3.099 million (2015)
Area: 8,023 mi² (square miles)



Known For:
Celtic and Welsh culture
Welsh language
Conwy Castle
Cardiff Castle
Pembroke Castle
Snowdonia National Park
St. David's Cathedral
Wales Coast Path
Pontcysyllte Aqueduct
Millennium Stadium
Cathedrals
Rugby
Golf

Famous People:
Roald Dahl
Anthony Hopkins
Catherine Zeta-Jones
Aneurin Bevan
John Rhys-Davies
Dylan Thomas
Bertrand Russell

Cardiff Castle



Millenium Stadium



Anthony Hopkins



Conwy Castle



Rugby



St. Davids Cathedral



INTERNET SEARCH: (in your language)

1. Wales is known for foods such as Glamorgan sausage, Welsh cakes, laverbread, Welsh crempog, and Welsh rarebit. Have you heard of any of these foods? Look up two traditional Welsh dishes and read how to make them. Do you make something similar in your culture? Would you like to try any of these foods? Discuss what you learn as a class.
2. Roald Dahl is a famous writer and poet whose works include *Charlie and the Chocolate Factory*, *James and the Giant Peach*, *The BFG*, *Fantastic Mr. Fox*, *Matilda*, and many more. Search the web for a story written by Roald Dahl and read a description about it. What type of story is it? Have you read that story yourself, or have you seen a movie about that story?



VOCABULARY



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SECTION 1 VOCABULARY: Continuing Education

Applying to College		Picking Classes	
to apply / applied / applied the application to be accepted; to get into * the college the technical college the university to complete; to fill out to decide	the instructions the personal information to pick to volunteer	to be interested in * the course the degree the elective the internship to major (in) the major	the placement exam the program to require to sign up

SECTION 2 VOCABULARY: In the Classroom

Professors and the Classroom	Students and the Classroom	Other Words and Phrases	
to assign the assignment to cancel to expect the expectation the lesson the professor the instructor the teaching assistant (TA) to teach / taught / taught	to drop / dropped / dropped to fail the highlighter to pass the pencil case to take notes *	to be due * the due date challenging the essay the final exam (finals) the laboratory (lab) the level beginner intermediate advanced	the paper the semester

SECTION 3 VOCABULARY: College Life

Living on Campus	Learning a Foreign Language	Other Words and Phrases
the campus the dormitory (dorm) the roommate	to communicate the dictionary fluent foreign to mean / meant / meant the meaning to pronounce the pronunciation to translate the tutor to understand / understood / understood to misunderstand *	confused confusing curious disappointed disappointing nervous
Studying Abroad		
the document the embassy the exchange student to study abroad / studied / studied the visa		

*Go to the **Irregular Verb** chart to review the conjugations.

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VOCABULARY



CONTINUING EDUCATION



ACTIVITY 4.1.1 - SPEAK

Open Recording

Record yourself saying as much as possible about the Section 1 Vocabulary picture. What words or phrases do you know? What do you see? What is happening in the picture?

TEACHER NOTE: After students complete the activity in the **HUB**, discuss the image as a class. We recommend using the **LIVE Presentation Mode**.



ACTIVITY 4.1.2 Part 1 and Part 2 - READ, LISTEN, & SPEAK

Pronunciation - Flashcards

Look at the images and repeat the sentences. Click **“Definition”** to see the word or phrase in your language.

TEACHER NOTE: Before assigning this activity, translate the words and phrases after each DEF% to make flashcards. (Look at the **Vocabulary Activity** section of the **Step-By-Step Guide** in this book for more detailed instructions.)



ACTIVITY 4.1.3 Part 1 and Part 2 - READ

Text Match

Match the correct translation in your language with each Section 1 Vocabulary word or phrase.

TEACHER NOTE: Translate the words and phrases in this **HUB** activity before assigning it.



ACTIVITY 4.1.4 - WRITE

Open Text

Type each Section 1 Vocabulary word or phrase three times.



LANGUAGE TIP

The many uses of “to fill”

The verb “to fill” is used in a few different ways. If you are asked to fill something in or fill something out, this means to write or type information. If you are asked to fill something up, that means you should make something full. It is easy to make a mistake using these words, so look at the following uses:

fill in: forms, applications, documents, worksheets, information, details, blanks

fill out: forms, applications, documents, worksheets, information

fill up: tank of gas, water bottle

VOCABULARY



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ACTIVITIES



ACTIVITY 4.1.5 - SPEAK

Pronunciation

Pronounce sentences using Section 1 Vocabulary.

1. **Have you started writing your college essay yet?**
2. **I will probably sign up for some business courses.**
3. **That university is known for their engineering program.**
4. **She might be volunteering at the hospital this weekend.**
5. **Which electives are you interested in taking?**
6. **The placement test will tell you which English class to take.**
7. **Is he going to college with anyone he knows?**
8. **Don't forget to read all of the instructions.**
9. **Did you fill in all of your personal information?**
10. **Where did you decide to apply?**



ACTIVITY 4.1.6 - LISTEN & WRITE

Fill-in-the-Blanks

Listen to the sentences using Section 1 Vocabulary. Type each one as you hear it.

1. **[In which major are you interested?]**
2. **[Are you signing up for any electives?]**
3. **[I will apply for an internship before I graduate.]**
4. **[Remember to read the instructions carefully.]**
5. **[She needs to fill out the applications by Friday.]**
6. **[Have you registered for classes yet?]**
7. **[They require a lot of volunteer hours.]**
8. **[When do you have to pick your college?]**
9. **[Did you decide when you will take the placement test?]**
10. **[He will go to a technical college first.]**



ACTIVITY 4.1.7 - READ & WRITE

Fill-in-the-Blanks

Sharon will be applying to colleges soon. Read her story, and fill in each blank with the correct vocabulary word from the word bank.

an essay	electives	college	worried	placement exam
degree	required	personal information	technical	course
interested	application	decided	accepted	to major

I can't believe that it is time for me to start thinking about applying to **[college]**. I have **[decided]** to apply to a university instead of a **[technical]** college because I want **[to major]** in education. I am **[interested]** in getting a teaching **[degree]**. I would love to teach in an elementary school. The first part of the college **[application]** I need to complete is all my **[personal information]**. Then, I have to write **[an essay]**. I'm not sure what the topic is going to be, but I am not **[worried]** about it. I love to write! Once I am **[accepted]** to a college, then I have to take a **[placement exam]** so I can be put into the right **[course]** levels. Finally, I will be able to register for the **[required]** courses as well as some fun **[electives]**. I am so excited to see where I will be going!

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VOCABULARY



ACTIVITIES



ACTIVITY 4.1.8 - LISTEN

Category Match

Listen to two friends discussing their plans after high school. Place each phrase under the correct person.

Whitney: Hi, Sasha. How are you?

Sasha: Hi, Whitney. I'm good. A little nervous. I think I need to start applying to colleges soon, but I don't even know what I really want to do after high school. Do you know what you want to do?

Whitney: I do, actually. I read online about a lot of colleges and even took tours of some already in the area. I think a technical college is the best fit for me. It is much cheaper than the 4-year colleges I looked at.

Sasha: Oh, interesting. I thought you wanted to be a veterinarian? Wouldn't only a regular college offer that?

Whitney: Yeah, I did. It's too many years of school for me. I decided I'd rather be a vet technician. The courses at the technical college are more career focused. Plus, I can be part time, and they have a lot of flexible times for courses. I like my dog-walking job a lot, and I want to still do that while I take classes.

Sasha: And then that will help pay for college, too. Good idea! I will be visiting five colleges and universities these next two months. Maybe that will help me decide. Most are not close to home though.

Whitney: Well, you have amazing grades. All your test scores are great, too! You will probably be accepted into any program at any college. I bet if you apply to multiple colleges and universities, you could pick where you want to go and then see which majors they have there. You should fill out applications for any school you think you would like and decide later, depending on where you get accepted.

Sasha: Hmm, that's a good idea. I have an internship at my uncle's company to see if I am interested in becoming a lawyer. If I like it, maybe I will go to a college with a good law program.

Sasha	Whitney
college or university	technical college
will be touring	has toured
undecided	vet technician
good test scores	worried about money
has an internship	has a job



CULTURAL NOTE

GPA

A GPA is the Grade Point Average of a student throughout school. If a college, university, or trade school requires a specific GPA, they are referring to the average grade from all classes you took in high school. A 4.0 (pronounced "four point oh") means a student had an A average, also called "straight A's." A 3.0 means a student received all B's, a 2.0 means a student received all C's, and a 1.0 means a student received all D's as letter grades. Students receive GPAs in middle school, high school, and college.

Common GPA scale in the U.S.A.

Letter Grade	GPA	%	Letter Grade	GPA	%
A+	4.3	100+	C+	2.3	77-79
A	4.0	94-100	C	2.0	73-76
A-	3.7	90-93	C-	1.7	70-72
B+	3.3	87-89	D+	1.3	67-69
B	3.0	83-86	D	1.0	63-66
B-	2.7	80-82	D-	0.7	60-62
% = percentage			F	0.0	0-59

Common GPA scale in Britain.

UK CLASS	UK %
First	70-100
Upper Second	60-69
Lower Second	54-59
Third	42-53
Pass	38-41
Fail	0-37

VOCABULARY



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ACTIVITIES



ACTIVITY 4.1.9 - READ & SPEAK

Open Recording

Answer each question based on Erin's university application.

- When does Erin graduate?
- In which major is she interested?
- Which grade point average (GPA) is better:
her overall or her semester GPA?
- What is her total SAT score of Math and Writing together?
- Is she finished with her application?
- Look at one of her volunteer activities.
How long did she volunteer there?

Possible answers:

June 8th, 2019

Nursing

her overall GPA

1390

No, she is not finished.

since 2015 or for 2 years


ROBOTEL UNIVERSITY
ACADEMICS & ATHLETICS

APPLICATION

PERSONAL INFORMATION:

Legal name: Radczek Erin Marie
(Last/Family/Sur Name) (First Name) (Middle Name)

Date of Birth: 08/17/2001 Gender: Female Male

Email Address: ERadczek@letstalk.com

Preferred Telephone: Home Mobile (820) 555 3774

Address: _____ City: _____ State: _____

Country of Citizenship: United States of America

SCHOOL INFORMATION:

Current School: Madison High School

Date of Graduation: 06/08/19 Semester Applying for: Fall Spring

Possible Major: Nursing

GRADES AND TESTS:

Semester GPA: 3.82 SAT Math Score: 700/800
 Overall GPA: 3.87 SAT Writing Score: 690/800
 ACT Test Score: 32/36 Composite SAT Score: 1390/1600

SCHOOL ACTIVITIES:

Activity	From (mm/yy)	To (mm/yy)	Award

VOLUNTEER WORK:

Activity	From (mm/yy)	To (mm/yy)	Total Hours
Children's Hospital	06/2015	Present	200
Tutor at Sunrise Elementary School	10/2016	10/2018	120

EMPLOYMENT/JOB:

Place	Job Title/Description	From (mm/yy)	To (mm/yy)
YMCA	Swim Instructor		

Erin Marie Radczek
 Signature of applicant _____ Date completed _____

 Signature of applicant's parent/guardian _____ Date completed _____

GRAMMAR



LET'S BREAK IT DOWN!

USING "WILL" FOR PREDICTION

The **future tense** is used to talk about facts or things you are certain will happen in the future, but it can also be used to make predictions.

Here are some common phrases that are often used to make predictions:

think + will

I **think** I **will** receive my degree in four years.

not think + will

She does **not think** she'll major in education.

bet + will / won't

I **bet** you **will** be accepted.

be sure + will / won't

He's **sure** she **won't** go to a technical college.

doubt that + will

I **doubt that** I'll volunteer this Saturday.

*If you need to review the grammar rules from previous levels, go to the **Future Tense** chart.



ACTIVITY 4.1.10 - READ

Sentence Jumble

Two friends are trying to predict which university their friend Lindsay will attend. Put the conversation in the correct order.

1. **B:** Lindsay is having a really hard time deciding on a university to go to.
2. **F:** I know. She likes both of them, but one is in state and the other is out of state.
3. **E:** Yeah, if she decides to go out of state, I bet she will miss her family.
4. **I:** Oh, I'm sure she will miss them a lot. So, what do you think?
5. **H:** I doubt that she will go out of state because of that.
6. **C:** I disagree. I'm sure she'll go out of state because she loves that university.
7. **G:** How can you be so sure?
8. **D:** Well, I think she'll want to learn how to become more independent.
9. **J:** That's true. If she lives out of state, she won't be able to be so dependent.
9. **A:** It will be interesting to see what she decides.



CULTURAL NOTE

College/University vs. Trade School

A trade school is also known as a vocational school or a technical college, and these institutions offer programs to prepare you for a specific career. Some classes unrelated to the field you are pursuing may be required; however, classes are usually focused on the job you are learning to do. These programs are often 2-year degrees, so it usually costs less money to graduate from a trade school. Some career paths to pursue after graduating from a trade school include plumber, technician, electrician, web developer, construction manager, computer programmer, or mechanic.

Going to a 4-year college or university without a scholarship is much more expensive than a shorter program, so many students graduate with little to no money or with loans they had to take out to pay for school. These programs require that you take some classes unrelated to your field to give you a more well-rounded or complete education. There are many professions that prefer that you have a bachelor's degree from a 4-year college or university in order to apply for the job.

GRAMMAR



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ACTIVITIES



ACTIVITY 4.1.11 - READ & WRITE

Fill-in-the-Blanks

Fill in each blank with the correct prediction phrase from the word bank.

bet	sure	doesn't think	doubts	sure
doubt	don't think	bet	sure	bet

- Claire is a senior in high school, and I'm **[sure]** she'll be applying to many schools.
- Brian has bad grades in school. I **[doubt]** that he will go to one of the country's best colleges.
- Grace wants to be a dental assistant. I **[bet]** she'll go to a technical college.
- He **[doesn't think]** he'll get the internship, does he?
- She studied really hard for the placement exam. She's **[sure]** she will do well.
- I **[bet]** it will take a long time to fill out a college application.
- Are you **[sure]** you want to major in business?
- I **[don't think]** I'm going to a university out of state because it is too far away from home.
- I **[bet]** you'll be accepted to your favorite college. You're so smart!
- He **[doubts]** that he'll be able to decide which volunteer program to join. They are all so interesting!



ACTIVITY 4.1.12 - READ

Multiple Choice

Choose the best prediction for each situation.

- Chelsea just graduated from high school.
 - I bet she'll apply for college.**
 - I doubt she'll graduate high school.
- Jeff wants to major in physics.
 - I don't think he'll like science.
 - I'm sure he'll enroll in math classes.**
- Lucy scored 100% on her placement test.
 - I think she'll take high level classes.**
 - I bet she'll take a few electives.
- Claudia wants to be an electrician.
 - I doubt she'll go to a technical college.
 - I bet she'll go to a technical college.**
- Hugo works 40 hours/week and wants to go to a university.
 - I doubt he'll take fewer than 6 courses.
 - I bet he'll only take two courses.**
- Jake wants to become a mechanic.
 - I bet he'll go to a university.
 - I think he'll apply to a technical college.**
- Maggie is going to a college in a different state.
 - I think her parents will miss her.**
 - I'm sure she will live at home.
- Stacey is interested in going to a university.
 - I bet she will fill out applications.**
 - I doubt she will take the placement test.

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GRAMMAR



ACTIVITIES



ACTIVITY 4.1.13 - LISTEN & WRITE

Question and Answer

Listen to the person describe problems he has. Make a prediction about what he will do using one of these phrases: **think, not think, bet, doubt that, be sure.**

For example: **You hear:** This weekend is Halloween, and I don't have a costume yet.

You type: *I'm sure he'll find one in a store.*

Problem 1: I'm so tired! I was working on my science project all night.

Problem 2: My placement exam is today, and I didn't study a lot.

Problem 3: I was cycling around in the sun all morning. I'm so thirsty!

Problem 4: I'm having a hard time deciding on a major.

Problem 5: Oh no! My phone died, and I need to call my mom.

Problem 6: I didn't eat lunch because I had to finish my history exam.

Problem 7: After listening to the teacher talk for three hours, I've got a headache!

Problem 8: I need to apply for an internship, but I don't know how.



ACTIVITY 4.1.14 - READ & SPEAK

Open Recording

Read each situation. For each one, say one positive and one negative prediction using the given phrases. Here are the phrases for prediction that you should use: **think, not think, bet, be sure, doubt that.**

1. It's 4 a.m., and Johnny is still studying for his 8 a.m. final.

A. stay up all night

B. pass his exam

2. Raquel loves her hometown. She was accepted by two colleges: Vermilion College (10 miles from home) and Edgewood College (300 miles from home).

A. go to Vermilion College

B. go to Edgewood College

3. Jess has to sign up for an elective course. Rock climbing is once a week, Mondays at 4 p.m. Advanced algebra is five times a week at 6 a.m.

A. pick rock climbing

B. pick advanced algebra

4. Kate needs to decide on a volunteer program. She is interested in music.

A. volunteer at a radio station

B. volunteer at a park

5. Matt goes to a technical college, but he doesn't like it very much.

A. stay at the technical college

B. go to a university

6. Nick needs to write a personal essay for his college application.

A. write about planes

B. discuss his interests and future plans

GRAMMAR



4

LET'S BREAK IT DOWN!

FUTURE CONTINUOUS

Use the **future continuous** tense to talk about an unfinished action that will be taking place in the future.

Use future continuous to:

imagine continuing an action in the future.

Examples

By September, I **will be studying** at the university.

express continuing action you are certain will happen in the future.

I **will be taking** final exams at the end of the month.

guess continuing events in the future.

He **will be volunteering** at the community center next year, won't he?

Formation of the future continuous tense

Affirmative

Subject + **will be** + present participle + other info
 The professor **will be lecturing** on that topic tomorrow.

Negative

Subject + **will not (won't) be** + present participle + other info
 The professor **will not be lecturing** on that topic tomorrow.
 The professor **won't be lecturing** on that topic tomorrow.

Interrogative

Will + subject + **be** + present participle + other info
Will the professor **be lecturing** on that topic tomorrow?
Won't the professor **be lecturing** on that topic tomorrow?

Using the adverb *still* with the future continuous:

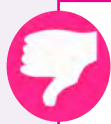
Examples

to show that an action has already started and you expect it to continue in the future.

I **will still be writing** this paper at midnight tonight!

The professor **will still be lecturing** on this same topic next week.

Note: Do not use future continuous tense with time clauses beginning with subordinating conjunctions such as **after, before, once, when, while, until**. Use present continuous instead.



While I **will be** writing my paper, he will be making dinner.



While I **am** writing my paper, he will be making dinner.

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GRAMMAR



ACTIVITIES



ACTIVITY 4.1.15 - READ

Multiple Choice

Decide if each statement is in the **present continuous**, **past continuous**, or **future continuous**.

- When I was in college, I was volunteering on campus often.
A. **past continuous** B. present continuous C. future continuous
- Is your favorite professor teaching that course?
A. past continuous B. **present continuous** C. future continuous
- Next fall, I will still be doing an internship at the art studio.
A. past continuous B. present continuous C. **future continuous**
- Last year at this time, my friends and I were filling out our college applications.
A. **past continuous** B. present continuous C. future continuous
- Where will you be going to college next year?
A. past continuous B. present continuous C. **future continuous**
- I am deciding on which courses I want to sign up for this coming semester.
A. past continuous B. **present continuous** C. future continuous
- In five months, we will be graduating from college!
A. past continuous B. present continuous C. **future continuous**
- Which electives were you taking last semester?
A. **past continuous** B. present continuous C. future continuous
- My friends and I will be traveling to Costa Rica for winter break.
A. past continuous B. present continuous C. **future continuous**
- Are you thinking you want to go to a college near or far from your home?
A. past continuous B. **present continuous** C. future continuous



ACTIVITY 4.1.16 - READ & WRITE

Fill-in-the-Blanks

Change each future tense sentence to one that uses the future continuous. *Be careful with capitalization and punctuation.*

- I will take my placement test this Thursday. [I will be taking my placement test this Thursday.]
- She will major in art history. [She will be majoring in art history.]
- He will get a degree in engineering. [He will be getting a degree in engineering.]
- What will you do after you graduate? [What will you be doing after you graduate?]
- We'll study for five hours tonight. [We'll be studying for five hours tonight.]
- I will volunteer at a hospital in my free time. [I will be volunteering at a hospital in my free time.]
- Will you apply for an internship? [Will you be applying for an internship?]
- Which way will you take to the university? [Which way will you be taking to the university?]
- She'll complete her applications by Monday. [She'll be completing her applications by Monday.]
- How many electives will you sign up for in the fall? [How many electives will you be signing up for in the fall?]

GRAMMAR



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ACTIVITIES

CULTURAL NOTE



Volunteering

High school students will often participate in clubs, sports, and volunteer organizations that they think can help them get accepted into college. There are even clubs that require students to volunteer a certain number of hours throughout the year to be able to remain in the club. In college application essays, students write about experiences and activities that have helped them become the people they are today. Volunteering is a good way to show that someone is kind, reliable, helpful, and passionate. However, not everyone who volunteers does so to help their chances of getting into college. Volunteering can be a great way to make new friends, help others, and learn more about problems or issues in your community.



ACTIVITY 4.1.17 - LISTEN & READ

Multiple Choice

Look at the chart that shows what each person will be doing next year. Then, listen to each statement, and decide if each one is **true** or **false**.

	Going to technical college	Doing an internship	Graduating from college	Getting married	Volunteering	Playing a sport
Jenny	x			x	x	
Paul		x	x	x		
Megan			x		x	x

- Jenny will be going to a technical college.
- Megan and Jenny will be getting married.
- Paul and Jenny will be graduating from college.
- Paul will be getting married.
- Megan will not be doing an internship.
- Jenny and Megan will be volunteering.
- Megan will be playing a sport and getting married.
- Paul will not be doing an internship.
- Megan will be graduating from college.
- Jenny will not be graduating.











- | | |
|----------------|-----------------|
| A. True | B. False |
| A. True | B. False |
| A. True | B. False |
| A. True | B. False |
| A. True | B. False |
| A. True | B. False |
| A. True | B. False |
| A. True | B. False |



ACTIVITY 4.1.18 - SPEAK

Open Recording

Look at each image, and say what the person/people will be doing based on what you see.

1. 	2. 	3. 	4. 	5. 
6. 	7. 	8. 	9. 	10. 

4

CONVERSATION



ACTIVITIES



ACTIVITY 4.1.19 - Will you be free?

Pairing Activity / Open Text

TEACHER NOTE: Look at the **Conversation Activity** section of the **Step-By-Step Guide** in this book to help prepare for this activity.

1. Choose five of the following activities, and put them anywhere on your schedule for next week.

- Go to sleep
- Take a shower
- Rock climb
- Bike ride
- Attend a wedding
- Watch fireworks
- Complete internship application
- Celebrate parents' anniversary
- March in a parade
- Practice piano
- Watch championship baseball game
- Volunteer with animals

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 a.m.					
3:00 p.m.					
9:00 p.m.					

2. You and a partner need to work on an essay, go to the movies, study for your final exam, and play soccer together next week. Ask questions in the future tense to find out when your partner will be free. If you're busy when your partner want to meet, tell him/her what you'll be doing at that time using the future continuous tense. When you find a time that's free for both of you, add the activity to your schedule.

For example:

Partner 1: Will you be free on Thursday at 3:00 to work on our essay?

Partner 2: No, sorry, I'll be marching in the parade. How about Monday at 9:00 a.m.?

Partner 1: I'll be rock climbing. Will you be busy at 3:00 on Monday?

Partner 2: No, I'll be free to work on our essay then.



ACTIVITY 4.1.20 - 25 years from now...

Grouping Activity (Groups of 4) / Open Text

TEACHER NOTE: Look at the **Conversation Activity** section of the **Step-By-Step Guide** in this book to help prepare for this activity.

Write **three** predictions about the life of each partner in your group 25 years from now in the given categories. Without telling the group who your prediction is for, read all three of your predictions for each student out loud. Let the other students in your group guess who your predictions describe.

For example: **You read:** Family:

You write: I bet this person will be married and have 4 kids.

Don't say the name when you read your answers!

Partner 1: _____	Partner 2: _____	Partner 3: _____
Career:	Appearance:	Home:
Hobbies:	Family:	Travel:
Pets:	Money:	Friends:

READING



4

HELPFUL TIPS FOR COLLEGE APPLICATIONS

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HELPFUL TIPS FOR COLLEGE APPLICATIONS

REASONS TO GO TO COLLEGE (out of 100 people asked)

Reason	Percentage
My parents make me	8
Meet new people	78
Switch jobs/careers	29
Set an example for children	17
Give children a better life	16
Make a difference	12
Learn about the world	32
Improve confidence	43
Become a better person	48
Learn more about...	51
Get a good job	92
Make more money	82
Improve job opportunities	90

There are many different reasons for choosing to go to college. We asked 100 college students to give the reasons why they decided to go to college. The results are shown in the table. Deciding what you want to do after you graduate high school is probably one of the most important decisions in your life.

It is exciting but can also be **challenging** trying to figure out the best option. Many of you may not know what you want to do right away, or some of you might be scared of choosing the “wrong” path. We want to help you get ready by providing you with these useful tips:

1. **Consider** all your options. College might not be the only option for you. Going to a technical college, getting an apprenticeship, or finding a job immediately after graduation may be a better fit for you.
2. If you have an interest in a certain profession, try to volunteer or apply for an internship with a company in that field as soon as possible. It could be a job, a volunteering experience, or an internship during summer breaks, or after school. Colleges will be **impressed** by your previous work experience and your extra effort to learn more.
3. If you decide that going to college is the right fit for you, go visit some colleges. Every college offers campus tours. It is smart to see the campus before you apply, as well as talk to students and ask them about courses and the community.
4. Filling out an application for a university or college won't be easy. You will probably have to fill out more than one application, and the university will want to know a lot of information about you. Make sure to read the instructions carefully and submit the application **on time!**
5. You will have to choose the term for which you are applying, decide a major you want to enroll in, and fill out a lot of personal information about yourself and your family. Make sure you have all **necessary** documents on hand.
6. Depending on the major you choose, there might be requirements such as having a certain grade point average in order to apply. Some colleges also look at work experience, volunteer hours, and other extracurricular activities. You should learn about these requirements so that you still have time to complete them before applying.
7. Universities ask you to take placement tests in math, English, and a foreign language. A test may also be required if you have a low GPA. You should ask your advisor about any tests you may need to take before you apply.
8. You will need to **attach** any degree, diploma, certificate, and test scores you have received to your application. Most colleges will also ask for a personal statement or application essay about why you would like to attend that school.
9. Have someone **double check** your application for any missing boxes, spelling mistakes, and to make sure you have included all necessary documents.

READING



ACTIVITIES



ACTIVITY 4.1.21 - READ

Multiple Choice

Choose the correct meaning for each pink word in the reading.

1. challenging
 - A. **difficult or hard to do**
 - B. surprising
2. consider
 - A. opposite of prosider
 - B. **think carefully about something**
3. impressed
 - A. to be annoyed or bored
 - B. **to think someone did a fantastic job**
4. on time
 - A. **to do something when it should be done**
 - B. doing something one time
5. necessary
 - A. **important; needs to be done**
 - B. to be ready to do something
6. attach
 - A. **to include or add to something**
 - B. to forget to do something
7. double check
 - A. **check something again; check a second time**
 - B. write something twice; make a copy



ACTIVITY 4.1.22 - READ & WRITE

Fill-in-the-Blanks

Fill in each blank with the correct missing information from the graph in the reading. Type the number; don't spell it out. *Capitalize words in the blanks if they are capitalized in the graph.*

1. [92] people want to go to college to get a good job.
2. Only 12 people checked "[**Make a difference**]".
3. Less than 10 people feel like their [**parents**] make them go to college.
4. The second highest ranking was "[**Improve job opportunities**]".
5. "Learn more about a subject" was checked [51] times.
6. There are [4] categories that were checked less than 20 times.
7. [4] categories got checked more than 70 times each.



ACTIVITY 4.1.23 - READ & SPEAK

Open Recording

Answer the questions about yourself in complete sentences.

1. Are you planning on going to college? Have you gone to college?
2. If yes, what are some reasons you chose to go to college? If no, why not?
3. Are those reasons similar or different from the ones mentioned in the graph?
4. Share any tips you think would be helpful to someone filling out a college application.

VOCABULARY



4

IN THE CLASSROOM



ACTIVITY 4.2.1 - **SPEAK**

Open Recording

Say as much as possible about the Section 2 Vocabulary picture. Who do you think is in the picture? What do you think they are doing? What do you see on the table?

TEACHER NOTE: After students complete the activity in the **HUB**, discuss the image as a class using the **LIVE Presentation Mode**.



ACTIVITY 4.2.2 Part 1 and Part 2 - **READ, LISTEN, & SPEAK**

Pronunciation - Flashcards

Look at the images and repeat the sentences. Click "**Definition**" to see the word or phrase in your language.

TEACHER NOTE: Before assigning this activity, translate the words and phrases after each DEF% to make flashcards. (Look at the **Vocabulary Activity** section of the **Step-By-Step Guide** in this book for more detailed instructions.)



ACTIVITY 4.2.3 Part 1 and Part 2 - **READ**

Text Match

Match the correct translation in your language with each Section 2 Vocabulary word or phrase.

TEACHER NOTE: Translate the words and phrases in this **HUB** activity before assigning it.



ACTIVITY 4.2.4 - **WRITE**

Open Text

Type each Section 2 Vocabulary word or phrase three times.

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VOCABULARY



ACTIVITIES



ACTIVITY 4.2.5 - SPEAK

Pronunciation

Pronounce sentences using Section 2 Vocabulary.

1. I signed up for the beginner level English course.
2. Can I use your highlighter?
3. The professor usually teaches most of his classes.
4. Sometimes a teaching assistant will teach a few of the easier lessons.
5. Because it was too challenging, she dropped the advanced course.
6. Is our paper due before semester break?
7. He needs to drop the course or he may fail.
8. Does that course have a laboratory hour, too?
9. Even though I studied, I did not pass the class.
10. Can she use your notes from the class she missed?



ACTIVITY 4.2.6 - LISTEN & WRITE

Fill-in-the-Blanks

Listen to the sentences using Section 2 Vocabulary. Type each one as you hear it.

1. [Don't forget the new project due date.]
2. [When will we take our final exam?]
3. [She lost her pencil case yesterday.]
4. [Do you have the challenging professor?]
5. [I can't fail this class or I won't graduate.]
6. [You need to take better notes.]
7. [My art professor has high expectations.]
8. [Will he ever cancel a class?]
9. [I can't wait for semester break.]
10. [She always assigns a paper over break.]



ACTIVITY 4.2.7 - READ & WRITE

Question and Answer

Type a question that could lead to the answer given.

Possible answers:

1. Question: **In which level English is she?**
Answer: She is in beginner English.
2. Question: **How was the assignment?**
Answer: It was a really challenging assignment.
3. Question: **Why did he cancel class?**
Answer: He was too sick to teach.
4. Question: **When are you taking intermediate English?**
Answer: I'm taking intermediate English second semester.
5. Question: **Did you pass your finals?**
Answer: Yes, I passed my finals.
6. Question: **What do I need to bring to class tomorrow?**
Answer: You need to bring a highlighter and a notebook tomorrow.
7. Question: **How often do you have to take notes in his class?**
Answer: I have to take notes a lot in his class.
8. Question: **Does she have high expectations?**
Answer: Yes, she has really high expectations.
9. Question: **When is the project due?**
Answer: The project due date is next Wednesday.
10. Question: **Where do you put your pencils?**
Answer: I put my pencils in a pencil case.

VOCABULARY



4

ACTIVITIES



ACTIVITY 4.2.8 - LISTEN & WRITE

Category Match - Fill-in-the-Chart

Listen to the conversation. Then, fill in each blank in the chart based on what you hear. *The answers will be only one word. Capitalize the professors' names but nothing else.*

James: Hi, Nicole. Can you believe that we are in our second year of college already?

Nicole: Hi, James. No, I can't believe it. The time seems to be flying by.

James: I know. Did you decide on your major yet?

Nicole: I am thinking I'll major in business, but I'm not sure. What about you?

James: I'm going to major in music because I want to be a music teacher. I absolutely love working with kids! Are you taking another English course this semester?

Nicole: Yes, I'm in the advanced level with Professor Brown. What about you?

James: I am taking an English class, too. However, I am in the intermediate level with Professor Rivers. What do you think of Professor Brown's class?

Nicole: I think the class is really challenging, but he makes it so interesting. How is Professor Rivers' class?

James: Well, she is really nice, but the class itself is boring.

Nicole: That's too bad. Are you taking an elective that you find interesting?

James: Yes, I am taking a painting class, and it is my absolute favorite part of my schedule. You?

Nicole: I'm also taking an elective that I really enjoy- photography. It is such a nice break from my challenging classes.

James: I'm sure it is. Well, it was so nice talking with you, but I can't be late for class.

Nicole: I have to get to class as well. We will have to get together soon!

James: Definitely. I'll call you next week.

Nicole: Great! Bye.

James: See you later!

	James	Nicole
Major	music	business
English level	intermediate	advanced
Characteristic of teacher	nice	interesting
Opinion about the class	boring	challenging
Favorite elective	painting	photography



CULTURAL NOTE

English in the Classroom

Teachers have a lot of material they need to teach, so they will often use commands or requests to get their students back on task. If a few students are talking to each other when they should be listening, the teacher might say, "Pay attention!" Before giving a test, the teacher might tell his or her students, "Raise your hand if you have a question," and "Eyes on your own paper." If a student fills out a worksheet incorrectly, the teacher may say, "Cross it out and do it over." As the class plays a game, the teacher may tell students to play fairly and say, "No cheating!"

Can you think of other commands your teacher might give to keep you focused in class?

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VOCABULARY



ACTIVITIES



ACTIVITY 4.2.9 - LISTEN & SPEAK

Segmented Recording

Look at Rob's class schedule for his first semester at college. Listen to each question. Then, respond in the pauses provided using complete sentences. Click "Done" to move on to the next question.

FALL SEMESTER					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.- 8:50 a.m.	Science - Chemistry Professor Davis	Science - Chemistry Professor Davis	Science - Chemistry Professor Davis		Science - Chemistry Lab Professor Davis
9:00 a.m.- 9:50 a.m.	Intermediate - French Madame Wilson		Intermediate - French Madame Wilson		Intermediate - French Madame Wilson
11:00 a.m.- 11:50 a.m.		Math - Algebra Professor Martin		Math - Algebra Professor Martin	
1:00 p.m.- 1:50 p.m.	European History Professor Gray TA - Austin Powell		European History Professor Gray TA - Austin Powell		European History Professor Gray TA - Austin Powell
3:00 p.m.- 3:50 p.m.		Beginner Snowboarding Mr. Clark		Beginner Snowboarding Mr. Clark	

1. How many classes does Rob have on Thursdays?
2. What time does Beginner Snowboarding end?
3. On which day does he have a Chemistry lab?
4. For which class is there a teaching assistant?
5. In which semester is he taking these classes?
6. Which language is he studying?
7. Who is his professor for Chemistry?
8. What time does Math start?

Possible answers:

Rob has two classes.
It ends at 3:50 p.m.
He has a lab on Fridays.
There is a TA for European History.
These classes are in his fall semester.
He is studying French.
Professor Davis is the professor.
It starts at 11 in the morning.



CULTURAL NOTE

The Rising Price of College

The price of college around the world differs greatly. Some countries charge students thousands of dollars each semester to enroll in classes. In other countries, it may only cost a few hundred dollars each semester. And there are even countries that don't require students to pay anything at all.

Most English speaking countries have seen an increase in the price of college, which is often difficult for families to pay. In the U.S., students who study in their home states usually receive a discounted price for college. Plus, students who are able to live at home and study nearby will save money by not having to pay for on-campus housing. Living on campus is often required for the first one or two years of college. Earning scholarships is an extremely helpful way for students to pay for college; however, not everyone is able to earn a scholarship. Having a lot of volunteer hours, good grades, and involvement in clubs are all necessary to receive a scholarship or two.

GRAMMAR



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LET'S BREAK IT DOWN!

MODALS OF PREDICTION

May and **might** are modal verbs that express possibility. They can refer to the present or the future. **May** and **might** can be used interchangeably in most situations. **Might** is more informal and used more commonly in conversation.

Use **may** and **might** to:

express a present or future possibility
Subject + **may/might** + **verb** + other

talk about things that were possible in the past
Subject + **may/might** + **have** + **past participle** + other

ask for permission (Question)
May/Might + subject + **verb** + other

Examples

She **may volunteer** at the university next week.
She **might volunteer** at the university next week.

The professor **may have required** an essay last year.
The professor **might have required** an essay last year.

May I **pick** two electives in this program?
Might I **pick** two electives in this program?

Note: **Might** can be used to request permission, but it is considered an old-fashioned usage.

Conjugate modal verbs:

May and **might** are modal verbs, so they do not change form in the 3rd person.

Examples

I **may apply** next year.
She **may apply** next year.
I **might apply** next year.
She **might apply** next year.

Will and Probably

Use the auxiliary verb "**will**" together with the adverb "**probably**" to show that something in the future is **not certain**. Place the adverb after the auxiliary verb for positive statements.

Examples

I **will apply** next year.
I **will not apply** next year.

I **will probably apply** next year.
I **will probably not apply** next year.

Meanings

You are certain that you will apply.
You are certain that you will not apply.

You are more likely to apply.
You are more likely not to apply.



CULTURAL NOTE

Professor vs. TA

As a student in college, university, or trade school, you may learn from a professor or a teaching assistant. A professor can be someone with a master's degree (MA), which is earned after a bachelor's degree (B.A.), or a doctoral degree (PhD), which is the highest degree one can earn. Professors sometimes have their own projects to work on, such as research in a lab for academic papers that they write. Therefore, they are very busy and often receive help from teaching assistants, also known as TAs. TAs are students who are pursuing a master's or doctoral degree but have not yet completed their degrees. They work closely with professors to assist them with their research, help them teach their classes, lead tutoring sessions or labs, and are available to help students who have questions outside of class.

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GRAMMAR



ACTIVITIES



ACTIVITY 4.2.10 - READ & WRITE

Word Jumble

Put each statement or question in the correct word order.

1. Cory and I might take advanced English this semester.
2. You may apply to a challenging university.
3. Will they probably not go to the same college as you?
4. The professor will probably have high expectations.
5. Why might your parents help you pay for college?
6. I might not finish my paper by the due date.
7. May she drop one of her courses?
8. Our professor may cancel class because he is sick.
9. Might our TA take us to the computer lab today?



ACTIVITY 4.2.11 - LISTEN & READ

Multiple Choice

Listen to each scenario. Then, choose the correct prediction based on what you hear.

1. Molly just graduated from college.
 - A. She might go to high school.
 - B. She might apply for a job.**
 - C. She might sign up for courses.
2. I signed up for the beginner level 101 English course at a large university.
 - A. You will probably teach English.
 - B. You will probably learn French.
 - C. A TA will probably help teach your course.**
3. Joe signed up for an intermediate Japanese course.
 - A. He may need a calculator.
 - B. He may take advanced Japanese next.**
 - C. He may be interested in China.
4. The language lab instructor gave us an assignment at the beginning of class.
 - A. I may drop the class.
 - B. I may fail the class.
 - C. It may be due at the end of class.**
5. Our professor, Dr. Massa, is sick with a cold.
 - A. She may cancel class.**
 - B. She may register for classes.
 - C. Both A and B
6. There is a snowstorm and really bad weather. No one should be on the roads. Class is canceled.
 - A. We might have a paper to do at home.**
 - B. We might pass the class.
 - C. We might take notes in class.
7. This is Craig's last year of college.
 - A. He might get a job.
 - B. He might apply for an internship.
 - C. Both A and B**
8. Alicia is interested in science and medicine.
 - A. She will probably major in programming.
 - B. She will probably use a language lab.
 - C. She will probably volunteer at a veterinarian clinic.**



ACTIVITY 4.2.12 - WRITE

Question and Answer

For each word, type a sentence explaining why you **may/might** need or **will probably** need to bring it to class. For example: **You read:** eraser **You type:** I may have to erase an answer.

- | | | | | |
|----------------|----------------|-----------|-------------|----------------|
| 1. pencil case | 2. highlighter | 3. helmet | 4. jersey | 5. laptop |
| 6. cell phone | 7. water | 8. essay | 9. notebook | 10. calculator |

GRAMMAR



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ACTIVITIES



ACTIVITY 4.2.13 - READ & SPEAK

Open Recording

Read each sentence, and say what each person **might**, **may**, and **will probably** do next.

1. Shane just graduated from college.
2. Bella applied to many colleges and doesn't know where she is going yet.
3. Thomas couldn't get into all of his required courses.
4. Karen has a basketball game in an hour.
5. Eddie is studying abroad in Spain and leaves in two days.
6. Amanda needs to write her personal essay and doesn't know where to start.

LET'S BREAK IT DOWN!

CONNECTING WORDS: CAUSE & EFFECT

A **cause** and **effect** relationship expresses that one situation caused another situation to happen. To show this relationship, you will have two ideas in your sentence: one to express the cause and one to express the effect.

Formation of Cause and Effect Relationships

Showing cause using "because of"

Put the connecting word before the idea that shows the cause.

Idea 1 (effect) + **because/because of** + Idea 2 (cause) **No punctuation needed*

Use "**because**" before clauses

Example

Effect - I couldn't finish my assignment.

Cause - I didn't have my notes.

I couldn't finish the assignment **because** I didn't have my notes.

Use "**because of**" before nouns

Example

Effect - The student passed the class.

Cause - his great final exam grade

The student passed the class **because of** his great final exam grade.

Showing effect using "so" or "therefore"

Put the connecting word before the idea that shows the effect.

Idea 1 (cause) + **so/therefore** + Idea 2 (effect) **Include punctuation*

Use "**therefore/so**" before clauses

Examples

Cause - I didn't have my notes.

Effect - I couldn't finish the assignment.

I didn't have my notes, **so** I couldn't finish the assignment.

Cause - He had a great final exam grade.

Effect - He passed the class.

He had a great final exam grade. **Therefore**, he passed the class.

He had a great final exam grade; **therefore**, he passed the class.

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GRAMMAR



ACTIVITIES



ACTIVITY 4.2.14 - READ

Multiple Choice

Decide if the words marked between the two asterisks (*) are the **cause** or the **effect**.

1. Jesse isn't taking notes because *he forgot his pencil*.
A. **cause** B. effect
2. *Brad is in the advanced class* because of his high test score.
A. cause B. **effect**
3. *Jennifer dropped her math class*; therefore, she can't graduate this year.
A. **cause** B. effect
4. *The professor doesn't like giving final exams*, so he assigns his students a paper.
A. **cause** B. effect
5. Because the professor has the flu, *the TA will be teaching this week*.
A. cause B. **effect**
6. It snowed a lot last night, so *class has been canceled*.
A. cause B. **effect**
7. *I failed every exam*; therefore, I didn't pass the course.
A. **cause** B. effect
8. *We are getting together to work this weekend* because the project due date is Monday.
A. cause B. **effect**
9. Because of my love of writing, *I'm going to major in journalism*.
A. cause B. **effect**
10. *The professor has high expectations*, so his class is very challenging.
A. **cause** B. effect



ACTIVITY 4.2.15 - LISTEN & READ

Text Match

Listen to each sentence starter. Then, match two parts to form the correct sentence.

- | | |
|--|--|
| 1. I'm only passing the class | F. because of my helpful TA. |
| 2. I missed the due date of my paper; | D. therefore, I'm going to get a low grade. |
| 3. I'm going to drop this class, | J. so I need to sign up for a new one. |
| 4. I'm going to stay home | G. because I don't feel well. |
| 5. I passed the beginner level, | I. so I'm going to take intermediate next semester. |
| 6. I'm going on vacation now; | B. therefore, we can talk when I come home. |
| 7. My friend took notes for me | E. because I missed class when I was sick. |
| 8. I'm in Advanced Chinese | H. because of my high placement exam score. |
| 9. I'm interested in becoming a pilot; | A. therefore, I'm going to do an internship. |
| 10. My finals are next week, | C. so I'm going to be studying a lot. |

GRAMMAR



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ACTIVITIES



ACTIVITY 4.2.16 - READ & WRITE

Question and Answer

For 1-5, complete each sentence with a statement to show an **effect**.

For 6-10, complete each sentence with a statement to show a **cause**.

For example:

You read: I'd like to learn more before I get a job; therefore,...

You type: I'd like to learn more before I get a job; therefore, I'm going to apply for an internship.

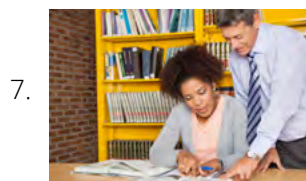
1. Our partner project is due on Monday, so...
2. My math professor has high expectations; therefore,...
3. ...because class was canceled.
4. I am interested in languages; therefore,...
5. ...because of my placement test score.
6. ...therefore, I'm going to major in nursing.
7. I failed my final exam because...
8. ...so I am going to apply to a technical college.
9. I am going to drop that course because of...
10. ...therefore, I know that I will get into my favorite university.



ACTIVITY 4.2.17 - SPEAK

Open Recording

For each image, say a cause/effect statement using one of the following connecting words: **because**, **because of**, **so**, **therefore**.



4

CONVERSATION



ACTIVITIES



ACTIVITY 4.2.18 - Cause and Effect

Pairing Activity / Open Text

TEACHER NOTE: Look at the **Conversation Activity** section of the **Step-By-Step Guide** in this book to help prepare for this activity.

First, write four causes in your chart. With your first partner, take turns reading the causes that you each wrote down and then coming up with an effect for each cause. Fill in the answers as he/she says the effects to your causes. When you both have said your four causes and told your partner four effects for their causes, you will switch partners. Repeat the activity with your second partner.



ACTIVITY 4.2.19 - My first year in college

Pairing Activity / Open Text

TEACHER NOTE: Look at the **Conversation Activity** section of the **Step-By-Step Guide** in this book to help prepare for this activity.

FALL 2018							
Dept.	Course #	Class Title	Schedule (Days/Time)	Professor	Earned Credits	Grade	GPA
ENG	121	Introduction to Speech Communication	TTH 11:00 - 12:30	Ebert	3.0	B+	3.3
CSC	101	Introduction to Computer Programming	MWF 8:50 - 10:10	Richardson	4.0	A	4.0
FRN	201	Intermediate French 3	MWF 13:00 - 14:00	Monroe	3.0	A	4.0
MTH	316	Calculus 1	MWF 10:30 - 11:50	Jensen	0.0	F	0.0
CSL	Lab 1	Introduction to Computer Programming	TTH 14:30 - 15:30	TA-Carlson	2.0	A	4.0
SEMESTER TOTALS:					12.0		3.08

SPRING 2018							
Dept.	Course #	Class Title	Schedule (Days/Time)	Professor	Earned Credits	Grade	GPA
CSC	102	Parallel Computing	Th 17:00 - 18:30	Richardson	3.0	A	4
CSC	103	Network Design and Management	MWF 8:50 - 10:10	Seely	3.0	A	4.0
FRN	202	Intermediate French 4	MWF 13:00 - 14:00	Roth	3.0	A+	3.3
MTH	318	Calculus 2 - Dropped	-	-	-	-	0.0
CSC	Lab 1	Beginner Computer Programming Lab	TTH 14:30 - 15:30	TA-Herriges	2.0	A	4.0
CSL	Lab 2	Beginner Algorithm and Network Lab	TTH 9:00 - 10:00	Mascetti	2.0	B+	3.3
MTH	316	Calculus 1 - Added due to 1st semester F	MWF 10:30 - 11:50	Waino	4.0	C	2.0
SEMESTER TOTALS:					14.0		3.50

Look at Peter Fox's transcript from his first year in college. You and your partner each have half of the information. Ask your partner questions to fill in the missing information.



ACTIVITY 4.2.20 - READ, LISTEN, & WRITE

Fill-in-the-Blanks

Listen to the questions about Peter Fox's transcript. Fill in each blank with the correct answer. The answers are either one or two words. *Capitalize the first letter for each blank.*

1. What was Peter's GPA for first semester? **[3.06]**
2. In which semester did he have a higher GPA? **[Spring]**
3. What profession do you think Peter wants to do? **[Computer programmer]**
4. Which foreign language did Peter take? **[French]**
5. Which class was challenging for Peter? **[Calculus 1]**
6. Which class did he drop? **[Calculus 2]**
7. What is the name of the TA for his Beginner Computer Programming Lab? **[Herriges]**
8. At what time did his Communication class end? **[12:30]**
9. What grade did he get the second time he took Calculus 1? **[C]**
10. Who was his teacher for Calculus 1 the first time he took it? **[Jensen]**

READING



4

ONLINE vs. FACE-TO-FACE LEARNING



Interviewer: Mara from *The Rootel Gazette*

In today's "Debate" section, we will be talking about different ways to learn. I invited university professors **Charlotte Miller** and **Caden McAlister** to join me. Both have been teaching for over five years, but they represent two very different styles of teaching. Charlotte mostly teaches online classes, while Caden strongly believes in teaching his students face-to-face in class.

Charlotte, you have been an advocate for online learning for years. You published many articles on the benefits of online learning. Can you summarize your main points for our followers?

Charlotte: Absolutely. I want to start by saying that I don't think online learning is the only way to learn. I don't think that everything that works for me and my students necessarily works for everyone. I grew up with the more traditional in-class style of learning, and I can't say it hurt me. I got a great education, and it got me to where I am today. However, over the years, I have discovered the many benefits of online classes, especially for the different types of students that sign up for my classes.

What do you mean by "different types of students?"

Charlotte: My students are not the typical 18 to 21-year-olds that are enrolled full time in school and have scholarships or access to free education. They come from all sorts of social backgrounds and are somewhere between 18 and 50 years old. Many have a family, a job, kids, and other commitments. And often they don't have a lot of money and don't want to go into debt for their education. So, my classes are designed to fit around their schedules. My students can access the materials whenever and wherever it works for them. They don't need to commit to a specific time during the day. If they have a lot going on in their lives, they don't have to worry about missing a class or having to drop a course. They work at their own pace, submit their assignments, and still get feedback from me via email. All they really need is a computer and internet access. There is no need for pencils, notebooks, books, worksheets. All that is expensive, on top of the fee for the class. Which, by the way, is also often a lot cheaper for an online class. I like to think I make education accessible even for the less fortunate.

Caden: If I may, I'd like to join the conversation right here. I don't think that an online class is necessarily cheaper nor provides a better education for the poor. We offer many scholarships and financial aid to all our students. And, unlike a huge private university, there are discounts for in-state applicants. We also partner with employers to fund continuing education and additional degrees for working adults.

Charlotte: That's great, but it still doesn't allow much flexibility.

Caden: I disagree. We offer many classes at different times throughout the day to ensure everyone can sign up. I strongly believe that face-to-face learning motivates students to come to class. It holds them accountable to do their work, and a teacher is there in person to help them learn the subject. Face-to-face classes also allow for group/partner work and opportunities to communicate with other students in person. Research shows that many students don't have the necessary skills, such as being independent, to study on their own. They might forget about assignments or procrastinate on their projects and then won't be able to complete them on time. In a classroom setting, I am there to make sure they submit their assignments. None of my students misses class too often, unless it's an emergency. That's why they are successful in completing the course. They also know my expectations, which I explain at the beginning of each semester. Plus, I don't think a pencil, highlighter, notebook, or a physical textbook are too expensive. And, of course, we also use technology in the classroom. We aren't completely old-fashioned.

This is a very interesting topic. I'd like to open up the debate to our followers. We want to know what you think. Do you prefer online vs. face-to-face learning? Email me now!

The results will be available in our next issue.

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READING



ACTIVITIES



ACTIVITY 4.2.21 - LISTEN & READ

Multiple Choice

Listen to each statement. Then, decide if it is **true** or **false** based on the reading.

- | | | |
|--|----------------|-----------------|
| 1. Charlotte is an advocate for face-to-face learning. | A. True | B. False |
| 2. According to the interview, online learning is the best method for everyone. | A. True | B. False |
| 3. Charlotte describes the typical student as 18 to 21-year-olds enrolled in school full time. | A. True | B. False |
| 4. Online classes are designed to easily fit into students' schedules. | A. True | B. False |
| 5. Online classes can only be accessed from the university's campus. | A. True | B. False |
| 6. The phrase "holds them accountable" has the same meaning as "requires them to." | A. True | B. False |
| 7. The word "procrastinate" also means "to have a delayed start." | A. True | B. False |
| 8. Caden's university has many scholarships and discounts for students. | A. True | B. False |
| 9. Listeners can call in to give their opinion. | A. True | B. False |
| 10. Face-to-face learning allows for students to communicate in person. | A. True | B. False |
| 11. You need to be an independent and reliable student to do well in online classes. | A. True | B. False |
| 12. The host disagrees with Caden, and she strongly believes that online classes are better. | A. True | B. False |



ACTIVITY 4.2.22 - READ & WRITE

Question and Answer

Answer each question using complete sentences based on the reading.

1. What are the pros for face-to-face learning?
2. What are the cons for face-to-face learning?
3. What are the pros for online learning?
4. What are the cons for online learning?
5. Which way of learning do you think is best and why?



ACTIVITY 4.2.23 - READ & SPEAK

Pairing Activity

With your partner, debate like the two professors on the talk show. One of you is in favor of online learning; the other one prefers in class (face-to-face) learning. Use the ideas you collected in the previous activity. Here are some guiding questions to help you:

1. Why would someone want to do online/in-class (face-to-face) learning?
2. Who would not be a good fit for online/in-class (face-to-face) learning?

VOCABULARY



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COLLEGE LIFE



ACTIVITY 4.3.1 - WRITE

Open Text

With a partner, type a short story about the Section 3 Vocabulary picture. *Before you start your story, type both of your names.*

TEACHER NOTE: After students complete the activity in the **HUB**, you can decide if you want any partner groups to read their stories to the class aloud or use the **LIVE Presentation Mode**.



ACTIVITY 4.3.2 Part 1 and Part 2 - READ, LISTEN, & SPEAK

Pronunciation - Flashcards

Look at the images and repeat the sentences. Click **"Definition"** to see the word or phrase in your language.

TEACHER NOTE: Before assigning this activity, translate the words and phrases after each DEF% to make flashcards. (Look at the **Vocabulary Activity** section of the **Step-By-Step Guide** in this book for more detailed instructions.)



ACTIVITY 4.3.3 Part 1 and Part 2 - READ

Text Match

Match the correct translation in your language with each Section 3 Vocabulary word or phrase.

TEACHER NOTE: Translate the words and phrases in this **HUB** activity before assigning it.



ACTIVITY 4.3.4 - WRITE

Open Text

Type each Section 3 Vocabulary word or phrase three times.

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VOCABULARY



ACTIVITIES



ACTIVITY 4.3.5 - SPEAK

Pronunciation

Pronounce sentences using Section 3 Vocabulary.

1. What kind of documents do you need to apply for a visa?
2. The college application is long and confusing.
3. Look up the meaning of the word in a dictionary.
4. I do not understand what you are trying to say.
5. Are you nervous about the final exam?
6. Why were you disappointed with your grade?
7. Can you translate this word for me?
8. It is not easy to communicate in another language.
9. Does your college have an exchange program?
10. I went to the embassy because I lost my passport.



ACTIVITY 4.3.6 - LISTEN & WRITE

Fill-in-the-Blanks

Listen to the sentences using Section 3 Vocabulary. Type each one as you hear it.

1. [How many roommates do you have?]
2. [I need to get a visa before August.]
3. [Do you have a dictionary?]
4. [He misunderstood what I said.]
5. [I will live in a dorm on campus.]
6. [How do you pronounce this word?]
7. [Do you know of any science tutors?]
8. [She is nervous to speak a foreign language.]
9. [Should I exchange some money here?]
10. [I am extremely excited to study abroad.]



LANGUAGE TIP

Suffixes: Verbs to Nouns

A suffix is a combination of letters added to the end of a word to give it a different meaning. Here we are focusing on verbs changing to nouns. The first part of a noun can help you determine the meaning of the word if you know the base verb. You already know the meanings of the verbs or nouns below:

1. She made the difficult decision to attend the Georgia Institute of Technology.
2. He asked his professor for more information about his final project.
3. The college's enrollment this year was larger than it was last year.

The noun "decision" comes from the verb "to decide". → drop "-de" ending, add "s", then add "-ion" suffix

The noun "information" comes from the verb "to inform". → add "a", then add "-tion" suffix

The noun "enrollment" comes from the verb "to enroll". → add "-ment" suffix

Note: You will have to memorize if any extra letters between the base verb and the suffix ending are needed, but you will see that sometimes there are patterns. Some verbs drop the last letters before taking the suffix, and other verbs add or change a few letters before adding the suffix.

However, sometimes there is no extra ending to a verb to change it into a noun. For example, the noun "the practice" comes from the verb "to practice". These forms have to be memorized.

VOCABULARY



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ACTIVITIES



ACTIVITY 4.3.7 - READ

Category Match

Using a dictionary, look up the verbs. Place each verb under the correct suffix to make the noun form.

For example: **You read:** to practice

You place:

-tion	-ment	Spelling change + -ation	no change
			to practice

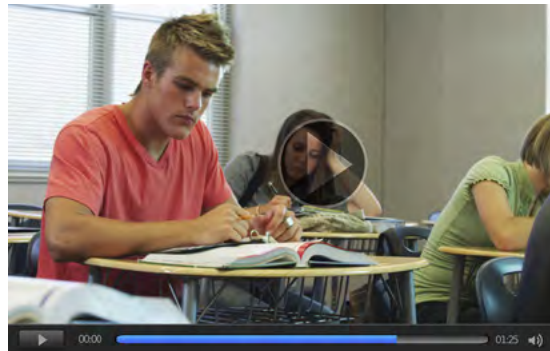
-tion	-ment	Spelling change + -ation	no change
to translate	to require	to pronounce	to major
to instruct	to assign	to apply	to volunteer
to communicate			



ACTIVITY 4.3.8 - SPEAK

Continuous Recording

As you are watching this short video, tell what is happening using Chapter 4 Vocabulary.



ACTIVITY 4.3.9 - LISTEN & SPEAK

Segmented Recording

Listen to each question. Then, respond in the pauses provided using complete sentences. Click **“Done”** to move on to the next question.

1. What is the hardest part about learning English for you?
2. What could you do to get better at English?
3. Would you like to study abroad? If yes, where? If no, why not?
4. What is a pro of studying abroad?
5. What is a con of studying abroad?



GAME - CHAPTER 4 VOCABULARY REVIEW

Class Activity

Chutes & Ladders and Marker Wars

Look at the **Games** section of the **Step-By-Step Guide** in this book to help prepare for this activity.

4

GRAMMAR



LET'S BREAK IT DOWN!

REVIEW 1ST CONDITIONAL

Use the **1st conditional** to state the consequences of a possible or realistic situation in the future. You have already learned to use **will** with the 1st Conditional. You can also use **going to** or **should** for this as well.

Examples	Meanings
If I fail my test this week, I will hire a tutor.	I'm not doing well in class. It is possible that I will fail. If that happens, I will hire a tutor to help me improve my grade.
If I don't understand the project instructions, I am going to ask the teacher to explain.	We're doing a new project in class. It is possible that I won't understand. If so, I am going to ask the teacher.
If I have a final exam in my English course, I should study my notes.	I am taking an English course. It is possible that I will have a final exam. If so, I should study my notes.

Formation of the 1st Conditional:

If clause: present tense

If you live in another country,

Main clause: future tense

you will need a visa.

The clauses in conditional sentences can be rearranged.

If the **if clause** is **at the beginning of the sentence**, put a **comma** after it.

If my visa isn't approved, I'll be disappointed.

If the **if clause** is **at the end of the sentence**, **no comma** is needed.

I'll be disappointed **if my visa isn't approved**.

Note: Do not use future tense verbs in the **if** clause. Use the present tense.



If you **will live** in another country, you will need a visa.



If you **live** in another country, you will need a visa.

*If you need to review the grammar rules from previous levels, go to the **1st Conditional** chart.

GRAMMAR



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ACTIVITIES



ACTIVITY 4.3.10 - READ

Multiple Choice

Choose in which blank the **if** should be placed to form the correct 'if clause' in each sentence. *No commas are used so that the answer isn't given away.*

- _____ the advanced course next semester is too challenging _____ you should drop it and move to the intermediate level.
A. **first blank** B. second blank
- _____ I will study more next time _____ I fail this test.
A. first blank B. **second blank**
- _____ I can't find my passport _____ I won't be able to get on the plane.
A. **first blank** B. second blank
- _____ the professor changes the due date _____ I will be so happy.
A. **first blank** B. second blank
- _____ a student should use a dictionary _____ they don't know the meaning of a word.
A. first blank B. **second blank**
- _____ I'll be in the advanced class next semester _____ I pass the intermediate level.
A. first blank B. **second blank**
- _____ she will work in a lab _____ she majors in science.
A. first blank B. **second blank**
- _____ I'm going to graduate next semester _____ I pass all of my courses.
A. first blank B. **second blank**
- _____ I lose my visa _____ I'll have to go back to the embassy for another one.
A. **first blank** B. second blank
- _____ I do an internship _____ it will be at a veterinary office.
A. **first blank** B. second blank



ACTIVITY 4.3.11 - READ & WRITE

Fill-in-the-Blanks

Complete each sentence with either the **present simple** or the **future** tense of each verb given. *Do not use contractions.*

- If I [**wake**] up late tomorrow, I [**will take**] the bus to class. (wake; take)
- The professor [**will not accept**] a late paper if I [**miss**] the due date on Thursday. (not accept; miss)
- If I [**visit**] in a different country, I [**will need**] to apply for a visa. (visit; need)
- If my exam grades [**do not get**] better, I [**will find**] a tutor. (not get; find)
- If Janie [**fails**] the test next week, she [**will cry**]. (fail; cry)
- Mark [**will get**] good grades if he [**studies**] hard. (get; study)
- If my roommate and I [**disagree**] a lot, I [**will ask**] to go to a different dorm. (disagree; ask)
- I [**will use**] a dictionary if I [**do not know**] the meaning of a word. (use; not know)
- If I [**pick**] this university, I [**will have to**] live on campus because it is out of state. (pick; have to)
- If you [**translate**] every word you don't understand, it [**will take**] you hours to read one page. (translate; take)

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GRAMMAR



ACTIVITIES



ACTIVITY 4.3.12 - LISTEN & READ

Text Match

Listen to each sentence starter. Then, match two parts to form the correct sentence.

- | | |
|-------------------------------------|---|
| 1. I'm going to be sad | B. if I go to college far from home. |
| 2. I will be confused | H. if they speak too fast. |
| 3. I am going to be happy | F. if I am accepted into the best college. |
| 4. I will be extremely disappointed | K. if I don't get into my favorite college. |
| 5. I will apply for a visa | J. if I travel to another country. |
| 6. I'll take good notes | A. if you aren't in class. |
| 7. I should study abroad | E. if I want to become fluent in a language. |
| 8. I will go to the embassy | D. if I lose my passport. |
| 9. I'm going to live on campus | G. if I want to live in a dormitory. |
| 10. I will be misunderstood | I. if I do not pronounce things well. |
| 11. I should use a dictionary | C. if I do not know the meaning of a word. |



ACTIVITY 4.3.13 - READ & WRITE

Question and Answer

Read each question. Then, answer each one using complete sentences in the 1st conditional.

For example: **You read:** If you are sick and there is a test, what will you do?

You type: **If I am sick and there is a test, I will email the professor to tell him that I will not be in class.**

1. What are you going to do if you disagree with your roommate?
2. If you feel nervous about a test, what will you do?
3. What should you do if you meet a foreign exchange student who doesn't understand you?
4. If you are studying abroad and can't understand someone, what should you do?
5. What will you say if your professor calls you the wrong name?
6. What will you do if you lose your passport while you are in another country?



ACTIVITY 4.3.14 - SPEAK

Continuous Recording

As you see each picture, tell what Sophia will do using a complete sentence in the 1st conditional.
For example:

You see:



You say: **If Sophia wants to go to college, she will need to pick a profession.**

GRAMMAR



4

ACTIVITIES



ACTIVITY 4.3.14 - SPEAK (Continued)

Continuous Recording

1.



2.



3.



4.



5.



6.



7.



8.



LET'S BREAK IT DOWN!

2ND CONDITIONAL

Use the 2nd conditional to state the consequences of an unlikely or unrealistic situation in the present or future.

If I had a million dollars, I would buy a huge house.

I do not have a million dollars. It is unlikely that I will ever have a million dollars.

If our finals were canceled, we would celebrate!

It is unlikely that our finals will be canceled.

If he didn't have a pen, he would take notes with a pencil instead.

He does have a pen, so he doesn't need to use the pencil.

Formation of the 2nd Conditional:

if clause: past simple

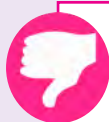
If Susan taught this course,

Main clause: would + base form

every student would pass.

Note:

When **to be** is the verb in the **if** clause, always use **were**.



If she **was** my professor, I would enjoy the class more.



If she **were** my professor, I would enjoy the class more.

4

GRAMMAR



ACTIVITIES



ACTIVITY 4.3.15 - READ & WRITE

Word Jumble

Put each statement or question in the correct word order.

1. If I were fluent in German, I'd be able to translate this.
2. I'd apply for your visa now if I were you.
3. It wouldn't be so confusing if a professor taught the class.
4. If I didn't have a tutor, I'd be failing this course.
5. If I brought another highlighter, I'd give it to you.
6. If it weren't so late in the semester, she'd drop this class.
7. I'd apply to that college if it weren't so far from home.
8. He'd volunteer more if he didn't have to study so much.
9. If there weren't a misunderstanding, we wouldn't be fighting.



ACTIVITY 4.3.16 - READ & WRITE

Fill-in-the-Blanks

Complete each sentence with either the **past simple** or **would + base form** of each verb given. *Use a contraction when possible.*

1. If Victoria [**studied**] harder, she [**would score**] higher on her final exam. (study; score)
2. My professor [**would be**] easier to understand if he [**practiced**] his pronunciation more often in the HUB. (be; practice)
3. I [**would sign up**] to be a teaching assistant if Professor Astor [**taught**] the beginner level English class. (sign up; teach)
4. If he [**told**] us the due date, I [**would know**] when to start my project. (tell; know)
5. If we [**had**] a more challenging instructor, we [**would expect**] a lot of essays. (have; expect)
6. You [**wouldn't need**] my notes if you [**were**] paying attention during the lessons. (not need; be)
7. If you [**meant**] what you said, I [**wouldn't be**] so disappointed in you. (mean; not be)
8. She [**would save**] money if she [**lived**] in a dormitory on campus. (save; live)
9. If I [**understood**] what you said, I [**wouldn't be**] so confused right now. (understand; not be)
10. Communicating in a foreign language [**would be**] easy if she [**weren't**] so nervous. (be; not be)



ACTIVITY 4.3.17 - READ & WRITE

Question and Answer

Read the story about Edward. Then, type a second conditional sentence for each number about how his life would be different. Use the correct verb forms.

Edward is a student. **1.** He used to translate songs into foreign languages in his free time, but now he doesn't have enough time. **2.** He lives in a dormitory with his roommate Gerald, but he doesn't like Gerald very much. His friend Kevin is much more fun. **3.** Lately, Edward has noticed a pretty French girl on campus, but he's too nervous to talk to her because he doesn't pronounce French words very well. **4.** He hasn't finished his final paper because he doesn't know what to write about. **5.** He wanted to talk to his professor, but the professor's office hours have ended, and he is gone for the day.

Possible answers:

1. If he had more time, he'd translate songs into foreign languages.
2. If he could pick his roommate, he'd want to live in a dorm with his friend, Kevin.
3. If he pronounced French words well, he would talk to the pretty French girl.
4. If he knew what to write about, he would finish his final paper.
5. If his professor had longer office hours, he would go talk to him now.

GRAMMAR



4

ACTIVITIES



ACTIVITY 4.3.18 - LISTEN & READ

Text Match

Listen to each sentence starter. Then, match two parts to form the correct sentence.

- | | |
|--|--------------------------------------|
| 1. If Nancy can't pronounce the vocabulary, | C. she'll be embarrassed. |
| 2. If Nancy fails her exam, | G. she will study harder next time. |
| 3. If Nancy couldn't pronounce the vocabulary, | F. she would feel embarrassed. |
| 4. If Nancy majors in science, | H. she will be in the lab a lot. |
| 5. If Nancy has time, | D. she'll start writing her essay. |
| 6. If Nancy failed her exam, | E. she would study harder next time. |
| 7. If Nancy had time, | B. she'd start writing her essay. |
| 8. If Nancy majored in science, | A. she'd be in the lab a lot. |



ACTIVITY 4.3.19 - SPEAK

Open Recording

Finish the sentence. Then, use your main clause as the "if" clause for the next sentence and repeat like that three more times.

For example: **You say:** If I had a million dollars, I **would buy** a Ferrari.

If I **bought** a Ferrari, I **would drive** very fast.

If I **drove** very fast, I **would get** in an accident.

If I **got** in an accident, my parents would be disappointed.

1. If I were fluent in English, _____
2. _____
3. _____
4. _____
5. _____



CULTURAL NOTE

Currency & Exchange Rates

Currency is the type of money a country uses. As the world becomes more technologically advanced, travelers may not need to exchange currency in certain countries because they can use a credit card to pay for things. However, when travelers need to pay with cash, they will likely need to exchange their currency. Great Britain uses the Pound Sterling (£), Australia uses the Australian Dollar (\$), the United States uses the U.S. Dollar (\$), Canada uses the Canadian Dollar (\$), Ireland uses the Euro (€), and South Africa uses the Rand (R).

To exchange your money, you can visit a bank at home, a bank in the country you're traveling to, or you can take money out of an ATM once you arrive in your destination country. You will learn what the exchange rate is, which means how much of your money it takes to equal the currency of another country. For example, if 1 Euro (€) = 1.58 Australian Dollars (\$), then the Euro (€) is stronger than the Australian Dollar, which means it takes more money from Australia's currency to equal the value of the Euro.

4

CONVERSATION



ACTIVITIES



ACTIVITY 4.3.20 - If I... I would

Grouping Activity (Groups of 3 or 4) / Open Text

TEACHER NOTE: Look at the **Conversation Activity** section of the **Step-By-Step Guide** in this book to help prepare for this activity. A great way to do this in class is to write each of the sentence starters on a separate big sheet of paper. Hang up the sheets of paper around the room. When the groups have written on every sheet, read the sentences aloud. Have the students vote on which idea they think was the best, funniest, etc. Add or take off ideas on the list.

As a group, write a clause to complete each sentence starter.

Try to challenge your group and say "Why?" by adding a "because" or "because of" clause.

If I lived in another country...
If I had my own house...
If I spoke another language...
If I had a million dollars...
If I had a pet...
If I had a job...
If money didn't matter...

If I had a brother/sister...
If I were a teacher...
If I lost an assignment that was due today...
If I were a professional athlete...
If I were a politician...
If I changed one thing about the world...



ACTIVITY 4.3.21 - Who studied what and where?

Pairing Activity / Open Text

TEACHER NOTE: Look at the **Conversation Activity** section of the **Step-By-Step Guide** in this book to help prepare for this activity. If students have never done a logic puzzle, explain how or have them watch a video.

There are many paths to take after high school. Find out where these five friends decided to study after graduation. Each person has a different school, major, and country in which they studied abroad. You and your partner have different clues. Read the clues out loud and work together to solve this logic problem.

Based on the clues, put an **X** in the box for any information that does not go with the person. Put an **O** in the box when you have solved a clue.

Partner 1 Clues:

1. One female student is studying engineering; the other is at the University of Oxford.
3. The future lawyer studies at Cardiff University.
5. The student from Bristol studies business and did not study in Spain.
7. Sometimes William's friend Elizabeth calls him to help her with her Italian homework.
9. The student who studies at the college visited Germany. She enjoyed her time there very much.

Partner 2 Clues:

2. The two female students studied abroad in the countries closest to each other.
4. Oliver traveled the furthest away to study abroad. He will miss Cardiff a lot.
6. William is fluent in many languages, but Spanish is his favorite because of his time abroad.
8. Jacob studied at Bristol and in Beijing.
10. The student who studied abroad in Italy is studying to be an artist.

CONVERSATION



4

ACTIVITIES



ACTIVITY 4.3.21 - Who studied what and where? (Continued)

Pairing Activity / Open Text

	Imperial College	University of Plymouth	Cardiff University	Oxford University	University of Bristol	Art	Engineering	Law	Business	Translation	China	Australia	Italy	Spain	Germany
Elizabeth				O		O									
Oliver			O					O				O			
Jacob					O				O		O				
William		O								O				O	
Hailey	O						O								O
China					O				O						
Australia			O					O							
Italy				O		O									
Spain		O								O					
Germany	O						O								
Art				O											
Engineering	O														
Law			O												
Business					O										
Translation		O													

Answer Key:

Elizabeth	University of Oxford	Art	Italy
Hailey	Imperial College London	Engineering	Germany
Oliver	Cardiff University	Law	Australia
William	University of Plymouth	Translation	Spain
Jacob	University of Bristol	Business	China



ACTIVITY 4.3.22 - READ

Category Match - Graded Order

Place each piece of information under the correct school based on the "Who studied what and where?" conversation activity. The order will be graded.

	University of Oxford	Imperial College London	Cardiff University	University of Plymouth	University of Bristol
Name of Student	Elizabeth	Hailey	Oliver	William	Jacob
Major	Art	Engineering	Law	Translation	Business
Study Abroad Country	Italy	Germany	Australia	Spain	China

4

READING



LETTER OF INTENT

When applying to a college or university, the application often requires a letter of intent. A letter of intent is an essay where you answer why you want to go to that specific college/university, how you will fit in there, and what makes you unique. They have hundreds or even thousands of applications every year and only a certain number of openings for new students. You need to show how you are different from other applicants and let your personality shine through in this essay to help you get into the school of your choice. Your grades, volunteer hours, work experience, and activities are very important, but most colleges and universities will look closely at your letter when deciding if you would be a good fit for their school.

- 1 To the Admissions Board of Robotel University,
- 2 Since I was young, every family member from my father's side has been talking about Robotel University. I grew up hearing my relatives' stories of learning from amazing professors, studying late at night for final exams, making friends, and exploring the campus. No one ever asked me if I wanted to go to Robotel University, but it was always understood that I would. When it was time for me to look at colleges, I started doing my own research and discovered that Robotel University would actually be a great fit for me.
- 3 Robotel University and I share a common vision. We both constantly work to improve ourselves and the world of teaching. I like to say that I have been a teacher all my life. Whether it was teaching my younger siblings how to ride their bikes, helping my younger cousins learn to read, or tutoring my neighbor with her homework, I have always loved helping others learn. I knew early on that I wanted to step into my father's and grandmother's footsteps and become a teacher. I believe that Robotel University will be the perfect place for me to deepen my knowledge about the best way to teach, how each person learns differently, psychology, and child development. I think I will have a teaching style that is confident, accepting, kind, challenging, and creative.
- 4 My special interest is languages. I grew up bilingual, speaking English and German. I have also taken Korean and Spanish since middle school. The partner schools that Robotel University has around the world are another reason why I would love to go here. I am passionate about other languages and cultures, and while I have done this when I stayed in Korea for two months as a junior in high school, I haven't had a chance to go to Spain. At your university, I plan to study abroad in Spain.
- 5 Living abroad for two months was one of the scariest and most exciting experiences of my life. At first I was confused and nervous. However, with the opportunity to speak French every day, I was able to improve my listening and speaking skills in Korean significantly. Even though it was such a short time, it changed me a lot. It is so important to be comfortable being uncomfortable and learning that it is okay to make mistakes in a language. My experience has taught me to be accepting of a new culture, and now I want to encourage others to spend time abroad as well.
- 6 I feel that I will bring an open-minded perspective to students and faculty alike at Robotel University. I want to join the Cultural Exchange Club to get to know the exchange students who will be studying there year after year. I am confident Robotel University is the right place for me, and I am excited to begin during the fall semester.
- 7 Thank you for your consideration of my application.

Sincerely,

Ben McKinley

Ben McKinley

READING



4

ACTIVITIES



ACTIVITY 4.3.23 - READ

Text Match

Match each number with the correct title of information.

- | | |
|--------------------------------|---|
| 1. passion for teaching | 3 |
| 2. final paragraph | 6 |
| 3. past experience abroad | 5 |
| 4. interest in studying abroad | 4 |
| 5. family background | 2 |
| 6. complimentary closing | 7 |
| 7. greeting/salutation | 1 |



ACTIVITY 4.3.24 - READ & WRITE

Open Text

Type a letter of intent to the university of your choice. Include the answers to the following questions:

1. Why do you want to study at this university?
2. What will your major be?
3. What makes you different from all the other students applying?
4. What would you add to this university?



CULTURAL NOTE

Accents

When you learn another language, you often learn completely new letters and sounds you have never pronounced before. You do not need a perfect native accent to communicate effectively in the new language. That being said, you should always try your best to speak clearly and listen to how native speakers pronounce words. If you have a good ear for hearing how to correctly pronounce words, you may have a very good accent in that new language. If it is difficult for you to hear when you are pronouncing a word incorrectly; however, you might have a thick accent. The better your pronunciation, the better your accent will be, and the easier it will be for speakers of that language to understand you.

4

LET'S TALK!



VIDEO - LET'S TALK ABOUT COLLEGE AND CLASSES!



LT 4.1 - LISTEN

(Available with or without captions)

Viewing

Watch the chapter video.

TEACHER NOTE: You can also launch this as a **LIVE** activity and have all your students watch it at the same time. Meet the B1 video actors in the introduction section.

Kaitlyn: (In a text:) Hey Jason I'm waiting for you at Chapman Hall, see you soon!!*

Jason: Hey, thanks for meeting me here.

Kaitlyn: Hey, no problem!

Jason: I'm hoping you can show me around campus and maybe answer a few questions about what it's like to go here.

Kaitlyn: Yeah, so where are you in the application process?

Jason: Well, I will be enrolling in fall, so I just need to make sure my materials are in on time.

Kaitlyn: Yeah, so if you submit them this month, you'll probably be good to start in fall. Have you looked into financial aid?

Jason: I have a scholarship that will cover some tuition, and I filed financial aid a few months ago. College is expensive! But I'm glad I'll be transferring here. I'll be able to get my degree in just two years because I have credits from the other school I went to. It was simply too much money to pay for out-of-state tuition.

Kaitlyn: I'm so happy you're coming here. I'm sure you'll love the campus life and the professors. I love it here.

Jason: Yeah, so you think you can give me a quick tour?

Kaitlyn: Yeah, let's go!

Kaitlyn: So, sometimes I won't have enough time in between my classes. I'll have to go to my next class right away. Other times, one or two hours in between, and I'll stop here and get a bite to eat. Or I'll go to the computer lab and do my homework.

Jason: How much homework do you usually have?

Kaitlyn: It kind of depends on the class. In my communications class, I had to write five major papers throughout the semester. It was a pretty small class: 12 students and the professor.

Jason: Really? That small? A friend of mine told me that some classes have over 100 people in them.

Kaitlyn: Yeah, those are the big lecture halls. So, some classes will have that many like History or Astronomy 101. Personally, I prefer the smaller classes.

Jason: What do you do if you're absent? Like if you miss a class?

Kaitlyn: Usually the teachers know. The teachers will always take attendance in any of the classes.

Jason: So when the school day is done, what do you do for fun around here?

Kaitlyn: Well, the beach is like a 20-minute walk away, so you can either walk or sometimes take the bus. Otherwise, there's a lot of fun activities around campus, and they'll have clubs or other stuff you can involve yourself in.

Jason: Well, this is certainly different from my last school. Do you mind helping me pick classes?

Kaitlyn: Yeah! Let's have a seat, and we can look online. So, there are required classes for your major, and then there's also electives. So the electives can be pretty wild!

Jason: I heard they have like underwater photography here!

Kaitlyn: I don't know about that, but they have hang gliding. I took that last year. They have other pretty fun ones, too. But let's pick your required classes first and then one fun one!

Jason: Sounds good!

*Many students do not use correct grammar when texting.

LET'S TALK!



4

ACTIVITIES



LT 4.2 - LISTEN & READ

Multiple Choice

Choose the best answer for each question based on the chapter video.

1. Jason is meeting Kaitlyn at _____.
 A. **Chapman Hall** B. Chair Hall C. Chapman Building
2. Jason is enrolling at the university in the _____.
 A. spring B. **fall** C. winter
3. Kaitlyn is showing Jason around the _____.
 A. cafeteria B. dorm C. **campus**
4. Jason is transferring to the school because the other school was too _____.
 A. difficult B. **expensive** C. far away
5. Kaitlyn really _____ her school.
 A. **loves** B. likes C. hates
6. Kaitlyn likes to do her homework in the _____.
 A. **computer lab** B. library C. study hall
7. In her communications class, Kaitlyn had to write _____ major papers.
 A. 6 B. 2 C. **5**
8. Sometimes there are over 100 students _____.
 A. on campus B. absent C. **in a big lecture hall**
9. For fun, Kaitlyn suggests going _____.
 A. downtown B. to the mall C. **to the beach**
10. One of the electives the university offers is _____.
 A. **hang gliding** B. surfing C. rock climbing



LT 4.3 - SPEAK

Open Recording

Imagine giving a friend a tour of your school. Tell him/her about:

- the building(s)
- some of your favorite spots to hang out
- activities or classes that are fun
- clubs or sports that are offered
- teachers you can recommend
- anything else you can think of

4

LET'S TALK!



INTERVIEWS - LET'S TALK ABOUT COLLEGE LIFE!



LT 4.4 - LISTEN

(Available with or without captions)

Viewing

Listen to the students talk about themselves.

TEACHER NOTE: The interview answers are unscripted responses to a question. You may notice some grammatical errors, so please keep in mind that these are authentic responses.



Rutvik



Ann Marie



Skylar



LT 4.5 - LISTEN, READ, & WRITE

Fill-in-the-Blanks

Listen to the students talk about themselves. Fill in each blank with the correct missing words.

Use capitalization when needed.

Rutvik: I go to Michigan State University. **[It is a big campus]**; however, the people are very friendly, and that's what I like the most about it. What I don't like about it is how big it is because it is hard to get around sometimes, and **[you can get lost]**. I did receive a scholarship. I got half-full tuition, so right now it's only \$16,000 a year. It's about \$8,000 for housing, \$8,000 for meals and pretty much it balances out after that. **[I live in a college dorm]**. It's pretty big. I do have a roommate, and I love living with a roommate because **[my roommate and I get along very well]**. I do wanna* study abroad. I am planning on studying abroad in London and **[doing an internship]** there. And the hardest thing to learn about a foreign language is definitely talking face to face with someone else in that foreign language 'cause it's one thing to learn, and it's one thing to read and do worksheets. But, it's another thing to actually have a conversation and keep that conversation going, because you're so used to being in a learning environment that it's hard to speak eloquently and hard. It's hard to really carry on a conversation without stuttering. And the best thing to learn about **[a foreign language]** is really the skills that you gain that you can really immerse yourself, and you can be a much more attractive person for companies or for employers because they are seeking out people who can speak multiple languages. So, you're making yourself a more adaptable person in today's society.

Ann Marie: I just graduated high school, so **[I will be going on to college next year]**. And I'm very excited to be meeting new people and doing new things that I wasn't doing in high school. But, I am kind of scared to leave my family. I wish I could just bring them with me, and all my friends, but that can't happen, so I guess I'll have to make new friends. I'm not receiving any scholarships, so my parents **[are helping me pay for college]**, but I'm also paying for part of it as well. My college is out of state, so I am going to have to pay \$40,000 per year. And I **[will be living in the dorms]**, and I am lucky enough to have air conditioning in my room. So, me, it's gonna* be me and my roommate. She's from Illinois and I'm from Wisconsin, so I've only met her once, so hopefully it goes okay. But we both wanna* study abroad, so that would be exciting. And I just wanna* study abroad **[because I love traveling]**, and I think that it really rounds you out as a person. And you get to meet so many new people, and you have a lot of different experiences there. And I think that if you have a foreign language that you can use, that makes it- your experience- that much more incredible. But, I do think that

LET'S TALK!



4

ACTIVITIES



LT 4.5 - LISTEN, READ, & WRITE (Continued)

Fill-in-the-Blanks

learning a foreign language is a little difficult when you throw in all the verbs and grammar and that kind of thing. So, I would say that's definitely **[the most challenging]** part about learning.

Skylar: I just was a senior at high school so **[now I'm going into college]**. I really loved the actual learning aspect of school, and I liked being able to have the variety of learning about different topics. Even though sometimes it was challenging, the way that we were tested on the material, I'm always up for a challenge, so I really liked the learning aspect of it. For college, **[college is very expensive]**, but I did receive some scholarships, which is gonna* be a huge help. My parents pay for a little bit of my college, but most of it has to come from my work or from scholarships, so that's why I pushed so hard to get those scholarships. I'll be going to the University of Wisconsin-Milwaukee to be studying speech language pathology. And, for **[studying abroad]**, I definitely would consider it an option. I went to a German elementary school and so ever since I was little, I've always dreamt about traveling to Europe one day, so I'm sure that will become a reality of mine sometime. The hardest thing about learning a foreign language is probably just **[trying to remember]** that when you're speaking, it's not like in English when you're just not really thinking about the rules or the way that the words flow. But, when you're **[speaking in a foreign language]**, you have to think about all of those things while remembering what the words even are. But the best thing about learning a foreign language is that it gives you so many opportunities in life that you wouldn't be able to get previous to that. And it also makes learning other languages that you want to learn in the future a lot easier.

* *slang in spoken language*



LT 4.6 - LISTEN & READ

Multiple Choice

Decide if each statement is **true** or **false** based on the interviews.

- | | | |
|---|----------------|-----------------|
| 1. Rutvik goes to the University of Wisconsin-Milwaukee. | A. True | B. False |
| 2. Skylar is always up for a challenge. | A. True | B. False |
| 3. Rutvik has to pay for college and housing by himself. | A. True | B. False |
| 4. Ann Marie got a scholarship to pay for her college tuition. | A. True | B. False |
| 5. Rutvik is planning on studying abroad in London. | A. True | B. False |
| 6. Skylar went to a German elementary school. | A. True | B. False |
| 7. Ann Marie is going to college next year. | A. True | B. False |
| 8. Rutvik lives in an apartment with his roommate. | A. True | B. False |
| 9. Ann Marie has to pay \$40,000 per year. | A. True | B. False |
| 10. Skylar doesn't have a job. | A. True | B. False |
| 11. Ann Marie wants to study abroad but her roommate doesn't. | A. True | B. False |
| 12. According to Ann Marie, the hardest thing about learning a language is verbs and grammar. | A. True | B. False |



LT 4.7 - READ & SPEAK

Open Recording

Answer the questions about yourself in complete sentences.

- How much does college cost in your country? Is it free or do you have to pay for all your classes?
- Are there scholarships available to help pay for parts of tuition?
- How long does it take to get a degree?
- Is it possible to work and go to school?
- What do you think is the hardest thing about learning a foreign language?

4

REVIEW & ASSESSMENT



REVIEW: SELF-EVALUATION

I CAN...	Additional Practice Review (R)	Refer to... (Page = P.)	How well do I understand the topic?		
1. discuss future education plans.	R. 1, 2, 3, 6, 7, 8	Sections 1, 3			
2. make predictions about future events.	R. 1, 2, 3, 5, 7	P. 4-8, 4-11, 4-21			
3. use cause and effect connecting words.	R. 2, 3	P. 4-23			
4. understand differences of 1st and 2nd conditional.	R. 2, 4	P. 4-32, 4-35			



R1 - LISTENING 1

Fill-in-the-Blanks

Listen as Chase and Devin talk about their plans after high school. Then, read each statement, and decide whether it is **true** or **false**. If the statement is **true**, type **[True]** in the first blank, and then re-type the sentence exactly how you read it. If it is **false**, type **[False]** in the first blank, and type the correct new sentence. For example:

True statement: **You read:** Devin and Chase are friends.

You type: **[True]** **[Devin and Chase are friends.]**

False statement: **You read:** When Rick becomes a carpenter, he will do projects around Ben's house.

You type: **[False]** **[When Chase becomes a carpenter, he will do projects around Devin's house.]**

Chase: Hey, Devin. Have you decided what you are going to do after high school?

Devin: Not sure. I might go to a technical college to become a mechanic.

Chase: Great. Can't wait until you can fix my car for free!

Devin: What do I get out of it?

Chase: Well, when I become a carpenter, I can do projects around your house.

Devin: That'll probably not happen though!

Chase: Oh yeah, why not?

Devin: Because you are terrible with numbers. I bet you will read the ruler wrong. And everything you build won't fit. Ha. I'm just kidding.

Chase: Pfff, I will show you. I might not be good with numbers in school, but I know how to use a ruler just fine, thank you. Wait and see; I may surprise you!

Devin: I hope you will! I want you to be successful in your occupation.

Chase: Oh, don't you worry. I will be more than successful! Then, when you want me to work on your house, I won't have time because I will have so many other projects to work on. And you? Are you sure that you want to be a mechanic? You don't repair things; you break things!

Devin: Ha. Good joke! I bet you will probably be the first person to ask me to fix your car.

Chase: You are right, but only if you fix it for free!

REVIEW & ASSESSMENT



REVIEW ACTIVITIES



R1 - LISTENING 1 (Continued)

Fill-in-the-Blanks

- Devin will go to a university.
[False] [Devin will go to a technical college.]
- Chase will become a carpenter.
[True] [Chase will become a carpenter.]
- Chase is good at reading a ruler.
[True] [Chase is good at reading a ruler.]
- Devin made a good joke.
[False] [Chase made a good joke.]
- Devin thinks Chase probably won't become a carpenter because he breaks things.
[False] [Devin thinks Chase probably won't become a carpenter because he is terrible with numbers.]
- Chase will be the first to ask Devin to fix his car, but only if Devin does it for free.
[True] [Chase will be the first to ask Devin to fix his car, but only if Devin does it for free.]
- Chase may be too busy to do projects around Devin's house.
[True] [Chase may be too busy to do projects around Devin's house.]
- Chase says, "Wait and see; I may disappoint you!"
[False] ["Wait and see; I may surprise you!"]



R2 - LISTENING 2

Fill-in-the-Blanks

Listen to each sentence, and type what you hear. *Be careful with capitalization and punctuation.*

- [I doubt that I'll get into that college.]
- [Will you be taking the placement test next weekend?]
- [May I use your highlighter for class today?]
- [The paper is due in two days, so I need to start writing it.]
- [If I don't understand the meaning, I'll use a dictionary.]
- [I would study abroad if I were fluent in a language.]



R3 - GRAMMAR 1

Text Match

Listen to each sentence starter. Then, match two parts to form the correct sentence.

- | | |
|---|--|
| 1. I'm extremely confused | E. because I misunderstood the lesson. |
| 2. I lost my pencil case, | I. so I need to buy a new one. |
| 3. My best friend and I are living together | B. because we were able to pick our roommates. |
| 4. This instructor expects a lot; | H. therefore, I'm going to have to work hard. |
| 5. I bet I misunderstood her | D. because of her pronunciation. |
| 6. She thinks she's going to fail, | A. so she should speak with her professor. |
| 7. I missed the lab; | G. therefore, I have to make it up. |
| 8. He had to take beginner French | J. because of his low score on the placement test. |
| 9. I think I'm going to major in music, | C. so I can teach high school students. |
| 10. She's going to go to that university | F. because they have a great art program. |

4

REVIEW & ASSESSMENT



REVIEW ACTIVITIES



R4 - GRAMMAR 2

Fill-in-the-Blanks

Complete each sentence with the **past simple**, **would + base form**, the **present simple**, or the **future** tense of each verb given. *Use a contraction when possible.*

1. If he **[were]** my roommate, we would have so much fun. (be)
2. If I want to remember something from the lesson, I **[will highlight]** it in yellow in my notes. (highlight)
3. I **[would drop]** the course if we didn't have such a nice teaching assistant. (drop)
4. If the assignment **[is due]** on Friday, she will not be able to go out on Thursday. (be due)
5. I will look it up in the dictionary if I **[don't know]** what a word means. (not know)
6. If you **[lose]** your passport when you are abroad, you will go to the embassy. (lose)
7. If she doesn't get into her favorite college, she **[will apply]** to another one. (apply)
8. He **[would be]** happier if he majored in medicine. (be)
9. If I **[understood]** the lessons, I would be passing this class. (understand)
10. He would need to fill out the documents if he **[wanted]** to get a visa. (want)



R5 - READING

Multiple Choice

Read the following advertisements for volunteer opportunities near your home. Choose the best answer for each question based on the reading.

COMMUNITY CONNECT HOME CALENDAR EVENTS PHOTOS CONTACT US JOIN TODAY

DOG WALKERS NEEDED

The Humane Society is looking for volunteers who are willing to commit to early morning hours. Currently, we have 15 dogs in our shelter that need to be walked at least once a day in the early morning, between 5 am and 6 am. All equipment provided. Interested candidates must be free at least one morning a week for several months. It's important that our dogs connect with you and feel comfortable. If you are picked, further opportunities like feeding, bathing, and playing with the dogs afterwards are also possible.

Contact: Tim at volunteer@hnsdogwalkers.com to sign up. **JOIN TODAY**

NURSING HOME VOLUNTEER

Thinking about getting a nursing degree? Or do you want to give back to the older generation? Then this is the perfect opportunity for you! We are looking for volunteers that are available sometime between 9 am and 5 pm to spend time with our nursing home residents. **Our volunteers should be patient, kind, friendly, outgoing, independent, and good listeners.** Our residents enjoy watching performances, so if you have any hobbies like singing, playing an instrument, or dancing, they'd love to watch you perform! Otherwise, they really enjoy board and card games, chess, bingo, and having conversations. Some of our more mobile residents would enjoy a walk around the neighborhood or to the grocery store as well.

If interested, please contact **Nancy Rogers** at 555-456-7890.

HELP A FAMILY IN NEED

You probably heard about the terrible fire that burned down 10 houses on Logan Avenue a couple of nights ago. **Our community is getting together to help families in need.** If you are looking for a short-term volunteering opportunity, please consider signing up today! We are especially looking for volunteers to help organize a food and clothing drive for the families involved. **We are collecting food, money, gift cards, clothes, furniture, toys, and blankets for the families.** They have nothing left and are in need of everything. If you have any other ideas on how to help these families, or want to donate your time or items, please contact **Beth Collins** at the City Office.

NEIGHBORHOOD CLEAN-UP PROJECT

Now that the snow has melted, it's time for our annual spring park clean up. During the second weekend in March, we invite every member of the Pewaukee community to help make our community beautiful again. Form a team with friends, work as a family, or join as an individual. **Everyone is welcome.** Areas to be cleaned include Fairview Park, Lapam Forest, and the on and off exit ramps along Highway 164. Sign up now or join us the day of (March 7th from 8 am - 6 pm) for this fun community event. Help make Pewaukee clean again! Visit www.pewaukeeCleanup.com for more information.

REVIEW & ASSESSMENT



REVIEW ACTIVITIES



R5 - READING (Continued)

Multiple Choice

- How many days per week will you have to commit to being a dog walker?
A. 2 **B. 1** C. 3 D. 0
- What kind of drive will be organized for the families in need?
A. Food B. Clothing C. Blood **D. both A and B**
- Which characteristic is NOT required to be a nursing home volunteer?
A. kind B. a good listener **C. dependent** D. friendly
- Which areas will NOT be cleaned up, according to the last advertisement?
A. playground B. highway ramps C. forest D. both B and C
- Which ad gives an email address as contact information?
A. Families in Need **B. Dog Walker** C. Clean Up D. Nursing Home
- Which ad only gives a name of a contact person, but no email, website, or phone number?
A. Clean Up B. Dog Walker **C. Families in Need** D. Nursing Home
- All advertisements give an exact time EXCEPT...
A. Dog Walker B. Clean Up **C. Families in Need** D. all of them
- Which volunteer opportunity offers future possibilities?
A. Nursing Home **B. Dog Walker** C. Families in Need D. Clean Up
- Which opportunity is not a long-term commitment?
A. Clean Up B. Dog Walker C. Families in Need **D. both A and C**
- Which volunteer opportunity allows you to donate items instead of time?
A. Families in Need B. Dog Walker C. Clean Up D. all of them



R6 - WRITING

Open Text

Type a description about yourself for an application to Robotel University.

- Why are you interested in learning English?
- What will your major be?
- Have you ever studied abroad, or are you planning on studying abroad?



R7 - SPEAKING 1

Open Recording

Read each sentence, and say what each person **might**, **may**, and **will probably** do next.

- Josh just graduated from college.
- Rachel is in her last year of high school.
- Bob is not doing well at the university.



R8 - SPEAKING 2

Open Recording

Answer each question about the image using complete sentences.

- For what is this student applying?
- In what will the student major? Why?
- What are some of the school supplies you see on the desk?
- What is the other student working on?



4

REVIEW & ASSESSMENT



ASSESSMENT



PROJECT 1 - If I studied abroad...

(Optional: Refer to the Rubric Section.)

[Presentation](#) / [Video Open Recording](#)

Have you ever thought about studying abroad? If you have, great. If you haven't, think about places you would like to visit or study and research them. Once you decide where you want to go, research a few different program options. Talk about where you want to study, what you will do, and why. Use the 2nd conditional for as many sentences as possible. Use the main clause as the if clause of the next sentence.

For example:

If I studied abroad, I would go to Canada. I like the French-Canadian pronunciation.

If I went to Canada, I would go to school at Montreal University. I think Montreal is a beautiful city.

If I went to school at Montreal University, I would live on campus. It is much cheaper to live on campus.

If I lived on campus, I would have a Canadian roommate...



PROJECT 2 - University Application

(Optional: Refer to the Rubric Section.)

[Presentation](#) / [Viewing](#)

TEACHER NOTE: This project worksheet is in the **HUB** or can be printed for your students from **Conversation Worksheets** in the **B1 LTE Resources**.

(<https://faq.robotel.com> [knowledgeAdditional Resources](#))

Fill out the Robotel University Application with your partner. Either one of you can fill it out with your information, or you can make up all of the information as a fake character.

First-Year Admissions Application Form

For which semester are you applying? Spring Fall

Possible Major: _____ Career Plans: _____

Personal Information

Full Name: Last _____ First _____ M.I. _____ Date: _____

Date of Birth: _____ Place of Birth: _____

Citizenship: Hispanic or Latino Asian Black or African American American Indian or Alaska Native White Other _____

Ethnicity: _____

Address: Street Address _____ Apartment/Unit # _____

City _____ State _____ ZIP Code _____

Phone: _____ Email: _____

Family Information (Parent or Guardian) #1

Full Name: Last _____ First _____ M.I. _____ Date: _____

Address: Street Address _____ Apartment/Unit # _____

City _____ State _____ ZIP Code _____

Living: Yes No If No, Date Deceased: _____

Profession: _____ Employer: _____

College: _____ Degree Earned: _____ Year: _____

Family Information (Parent or Guardian) #2

Full Name: Last _____ First _____ M.I. _____ Date: _____

Address: Street Address _____ Apartment/Unit # _____

City _____ State _____ ZIP Code _____

Living: Yes No If No, Date Deceased: _____

Profession: _____ Employer: _____

College: _____ Degree Earned: _____ Year: _____

General Family Information

Your parents are: Married Divorced Other _____

With whom do you reside: Both Parents Parent/Guardian 1 Parent/Guardian 2 Other _____

Academic Information

School: _____

Type of School: Public Private Charter Home School Other _____

Date of Graduation: _____ Counselor's Name: _____ Counselor's Email: _____

Current and Past Year's Courses

List name, level, and grade of all your summer and year courses.

#	Name	Level	Grade
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Test Scores

List all standardized tests with scores and dates below.

Name of the Test	Score	Date Taken

Academic Distinction

List all academic or educational awards and honors you received in high school.

Extracurricular and Volunteering Information

List any significant high school extracurricular or volunteer activities.

Activity	Grade Level	Accomplishment	Hours/Week Weeks/Year	Will you participate in college? (Yes, No, Maybe)

Employment Information

List any high school work experiences.

Employer	Position/Job Description	Dates of Employment	Hours per week

I certify that my answers are true and complete to the best of my knowledge.

Signature: _____ Date: _____

REVIEW & ASSESSMENT



ASSESSMENT



LISTENING 1

Fill-in-the-Blanks

Listen as Lisa and Natalie talk about their plans after high school. Then, read each statement, and decide whether it is **true** or **false**. If the statement is **true**, type **[True]** in the first blank, and then re-type the sentence exactly how you read it. If it is **false**, type **[False]** in the first blank, and type the correct new sentence.

Lisa: Hi, Natalie. How is it going?

Natalie: Good. I finally finished my applications for technical college. I am so happy this is done.

Lisa: Oh, wow! Congratulations! I still haven't filled out any college applications. Good for you for being so motivated!

Natalie: Thanks! I'm going to go to culinary school and become a chef. I've always wanted to have my own restaurant, and this might get me there in a couple of years.

Lisa: Wow, that is so cool, and it totally makes sense. You are probably the best cook I know. I love eating all of your delicious meals.

Natalie: Thanks! I am very excited. This might be my chance to get out of this town, too. I am tired of the same four restaurants here. Not much variety.

Lisa: Wait, where are you planning on going? Does this mean you may leave me behind?

Natalie: Ha, please. You will be off to school soon yourself! But yes, if everything goes well, I will be going to the New York Culinary School. It's the best in the country.

Lisa: That's crazy! New York! How cool is that? New York might be my favorite city. Then, I can come visit you all the time. And it's probably better for my health to not be close to you and your delicious food. I'd eat way too much.

Natalie: You are funny! So, how about you? Have you narrowed down what you want to do?

Lisa: Yes, I have. I really want to be a computer programmer. I'll probably apply to ten different universities all over the country for computer science and hope to get in somewhere.

Natalie: Good idea! I am sure you will get into a lot of them. You are so good with all the coding and computer stuff. I could never do that. However, you better not forget about me. When I have my own restaurant, I want you to program a cool app and food delivery system for me.

Lisa: If I get to eat for free, I'll do anything for you.

Natalie: Deal!

1. Lisa still hasn't filled out any college applications.

[True] [Lisa still hasn't filled out any college applications.]

2. Natalie will to go to culinary school and become a pastry artist.

[False] [Natalie will to go to culinary school and become a chef.]

3. Lisa is very motivated to apply to college.

[False] [Natalie is very motivated to apply to college.]

4. Natalie is looking forward to more restaurant options.

[True] [Natalie is looking forward to more restaurant options.]

5. Boston Culinary School is the best in the country.

[False] [New York Culinary School is the best in the country.]

6. Natalie's favorite city might be New York.

[False] [Lisa's favorite city might be New York.]

7. Lisa will probably apply to ten universities.

[True] [Lisa will probably apply to ten universities.]

8. Natalie wants Lisa to program a cool app for her.

[True] [Natalie wants Lisa to program a cool app for her.]

4

REVIEW & ASSESSMENT



ASSESSMENT



LISTENING 2

Fill-in-the-Blanks

Listen to each sentence, and type what you hear. *Be careful with capitalization and punctuation.*

1. [I think I'll get a degree in business.]
2. [When will you be filling out your college applications?]
3. [The TA might be teaching the lesson today.]
4. [It is snowing a lot today; therefore, class is canceled.]
5. [I'll live in a dorm if I live on campus.]
6. [If I were you, I would go to the embassy to get a new passport.]



GRAMMAR 1

Text Match

Listen to each sentence starter. Then, match two parts to form the correct sentence.

- | | |
|--|---|
| 1. I'm going to take an art elective | H. because I'm interested in painting. |
| 2. I have to take lots of notes today; | C. therefore, I will bring a highlighter to class. |
| 3. My professor's expectations are high, | F. so the class is very challenging. |
| 4. Class was canceled today, | D. so the due date will now be tomorrow. |
| 5. She misunderstood the word | J. because I didn't pronounce it correctly. |
| 6. My roommate is fluent in Arabic | B. because of his time as an exchange student. |
| 7. I got into college today; | I. therefore, my family and I are going to celebrate. |
| 8. I couldn't sleep last night | E. because of my noisy roommate. |
| 9. I lost my passport; | A. therefore, I need to go to the embassy. |
| 10. I need to apply for a visa, | G. so I need to fill out all the documents. |



GRAMMAR 2

Fill-in-the-Blanks

Complete each sentence with the **past simple**, **would + base form**, the **present simple**, or the **future** tense of each verb given. *Use a contraction when possible.*

1. I would try harder if I [**knew**] what to expect from our instructor. (know)
2. She [**will study**] abroad in Spain if she learns Spanish. (study)
3. If I can't find my pencil case, I [**will buy**] new pens and pencils. (buy)
4. If the university [**requires**] lots of volunteer hours, I will volunteer at the fire department. (require)
5. He would live in another country if his university [**had**] an exchange program. (have)
6. If the lesson [**weren't**] so confusing, I would understand it better. (not be)
7. If the exchange student weren't so misunderstood, she [**would communicate**] with more people. (communicate)
8. If she [**didn't fail**] her placement test, she would be in the intermediate level. (not fail)
9. I [**would go out**] with you all tonight if I didn't have to study for finals. (go out)
10. If the professor [**accepts**] my application, I will be a TA for him next semester. (accept)

REVIEW & ASSESSMENT



4


ASSESSMENT



READING


Multiple Choice

Read the following advertisements for student work opportunities near your home. Choose the best answer for each question based on the reading.



STUDENT WORK OPPORTUNITIES

[HOME](#)
[VOLUNTEER](#)
[INTERNSHIPS](#)
[JOB POSTINGS](#)
[CONTACT US](#)
[JOIN TODAY](#)




SPANISH 102 BEGINNER TA

We are in need of a Teaching Assistant for the Spanish 102 class starting this fall semester. You should either be a native Spanish speaker or have at least completed level B2 Spanish classes. You will be responsible for tutoring students after class on **Tuesday and Thursday evenings**. Students usually need help with their homework, pronunciation, or reviewing lessons before an exam. Students may also ask for assistance with projects and papers. Besides those tutoring sessions, you will also be assisting Professor Rodriguez: **2 hours a week**. Responsibilities might include: grading papers, setting up the language lab, or responding to student emails.

Please send your resume and 3 references to Professor.Rodriguez@robotel.edu by **July 1st**.

ENGLISH TUTORS NEEDED [JOIN TODAY](#)

Can you imagine studying in a country whose language you don't speak perfectly? That's how it is for more than 300 of our current exchange students. English is not their native language, but it's yours! Become an English tutor and make a difference. This job opportunity will fit perfectly into your schedule. Only 1 hour per week required. Whether you want to work with 1, 2, or a group of students is up to you. All materials will be provided. Contact Awa (awa@ESLtutors.com) for more information!

TECH SUPPORT INTERN DURING SPRING SEMESTER 

Are you familiar with Apple and Windows computers? Do you enjoy working with customers? Robotel University's tech support is looking for student interns who can help professors and students with technical problems between 8 am and 8 pm, Monday - Saturday. **A minimum of 10 hours per week is required.**


Responsibilities include:

- Helping customers install new software on their laptops
- Answering questions about the university's software, and giving advice to resolve any problems
- Selling computer equipment such as headphones, chargers, and webcams to customers

Send your resume and a letter explaining your qualifications to Pieme@roboteltech.com

RA FOR THE EXCHANGE STUDENT DORM [APPLY](#)

The exchange student dorm is looking for **2 Resident Assistants** to help keep an eye on our exchange students. As you will be working with students new to our university as well as Ireland, you will have more responsibilities than a typical RA. Besides looking out for our new students and planning social events, you should be willing to help them with any social, emotional, academic, language, or medical problems. These students will probably need help with their schedules, finding their classes on campus, grocery shopping, and discovering fun activities to do outside of class. You'll also have to enforce the dorm and university rules, and help roommates if they fight or disagree about something. If you are **friendly, outgoing, a good listener, and clever**, please contact the Exchange Student Office for more information!



Terms of service - Contact us

1. How many exchange students need help with their English?

A. more than 300	B. less than 300	C. 150	D. not sure
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2. The RA will have to help the students with all of these problems EXCEPT...

A. medical	B. financial	C. social	D. academic
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3. Which will NOT be a responsibility of a Spanish TA?

A. tutoring	B. grading	C. giving assignments	D. writing emails
-------------	------------	------------------------------	-------------------
4. Does a tech support intern need to be a software programming major?

A. No, a math major	B. Yes	C. Not sure	D. No, an engineering major
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5. All advertisements give a certain number of hours that need to be worked, EXCEPT the ad for...

A. English Tutor	B. RA	C. Tech Support	D. TA
------------------	--------------	-----------------	-------
6. Which two advertisements give an email address as contact information?

A. Tutor & RA	B. RA & Tech Support	C. TA & Tech Support	D. Tutor & Tech Support
---------------	----------------------	----------------------	------------------------------------
7. For which job will you need three references?

A. English Tutor	B. TA	C. both A and B	D. RA
------------------	--------------	-----------------	-------
8. The phrase "to be responsible" in the TA ad has the meaning most similar to:

A. what you won't do	B. to plan something	C. to start something	D. what you have to do
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9. Which job has a language requirement?

A. Tutor	B. Tech Support	C. TA	D. both A and C
----------	-----------------	-------	------------------------
10. Which job requires the least amount of work/hours?

A. RA	B. Tech Support	C. Tutor	D. TA
-------	-----------------	-----------------	-------

4

REVIEW & ASSESSMENT



ASSESSMENT



WRITING

Open Text

Type a description about yourself for an application to study abroad at Robotel University in Britain or Australia.

1. At which Robotel campus would you like to study?
2. Why do you want to study abroad at an English-speaking school?
3. What do you want to learn while studying abroad?



SPEAKING 1

Open Recording

Read each sentence, and say what each person **might**, **may**, and **will probably** do next.

1. Kyle just graduated from high school.
2. Sarah is not doing well in her college math class.
3. Eric is in his third year of college and not happy with his major.



SPEAKING 2

Open Recording

Answer each question about the volunteer opportunities using complete sentences.

1. For which activity would you want to volunteer? Why?
2. For which activity would you not want to volunteer? Why?
3. Have you ever volunteered? If yes, where? If no, why not?
4. Why do you think some universities require students to have volunteer hours?

ROBOTEL Humane Society
DOG WALKERS NEEDED
The Humane Society is looking for volunteers to help every morning with our dogs!
What: Dog walkers needed 2 mornings a week for at least 6 months.
When: 5 a.m. - 6 a.m.
Why: It's important that our dogs get to know you and feel comfortable.
Who: Contact Tim Stien at Tim@robotelhumane.com to sign up.

NEIGHBORHOOD CLEAN-UP PROJECT
Now that the snow has melted, it's time for our annual Spring Stalls city clean up. Get together in a team, work as a family, or join as an individual.
What: Areas to be cleaned include Fairview Park, Lapam Forest, and the on and off exit ramps along Highway 164.
When: During the second weekend in March all day Saturday and Sunday.
Why: Help make our community beautiful again!
Who: Visit www.stallscleanup.com for more information.

THINKING ABOUT A NURSING CAREER?
Or do you want to give back to the older generation?
What: Looking for patient, kind, friendly, and loving people to talk, sing, play an instrument, and play games with our residents living at the Robotel Nursing Home.
When: 3-5 hours a week, any day, from 8 a.m. - 5 p.m.
Why: Sometimes the older generation is forgotten. Come show them that they are not alone.
Who: Contact Nancy Rogers at 555-456-7872 if you are interested or have further questions.

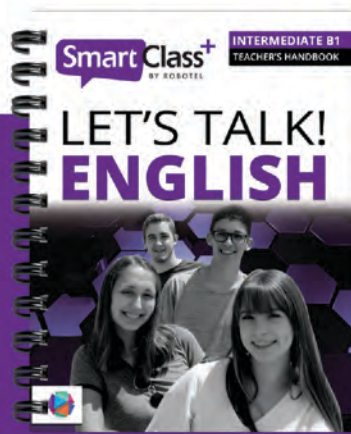
HELP A FAMILY IN NEED!
Our community is getting together to help 10 families in need after a neighborhood fire.
WHEN? Drop off items this Saturday from 9 a.m. until 4 p.m.
WHAT? Donate food, money, gift cards, clothes, furniture, toys, and household items.
WHY? The families lost everything and are in need of anything.
WHO? Contact Beth Logan at the City Hall 555-231-4991 for questions.



LEVEL A1



LEVEL A2



LEVEL B2

LET'S TALK! ENGLISH

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