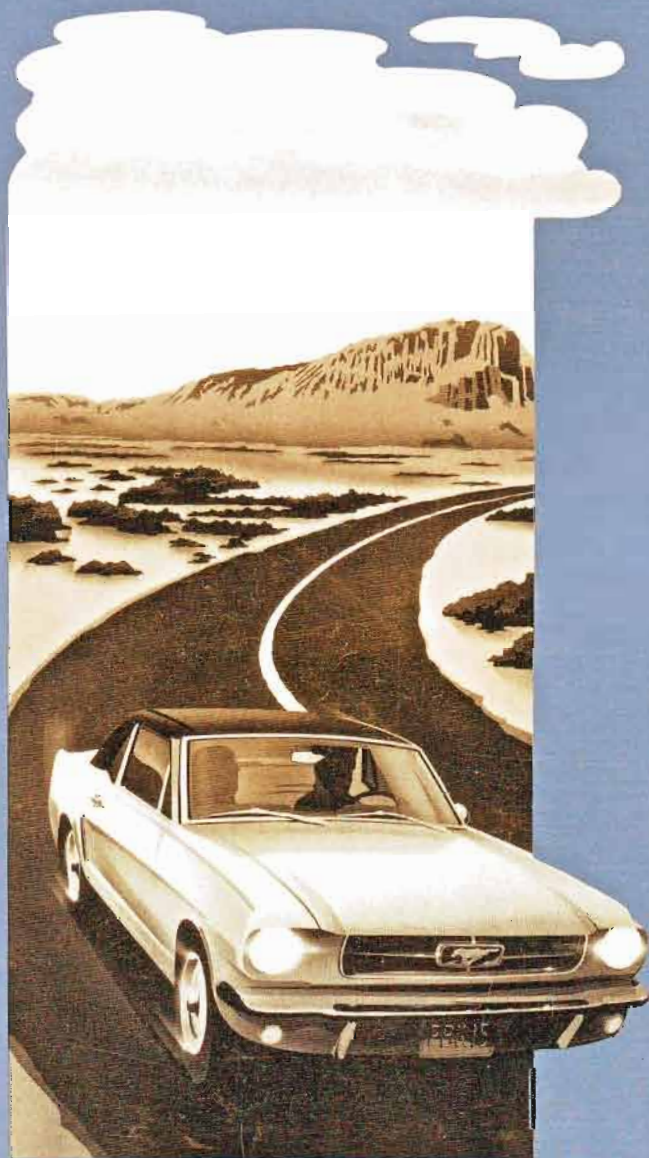


# *New American* STREAMLINE

BERNARD HARTLEY & PETER VINEY

## DEPARTURES

Teacher's Book



REVISED BY TIM FALLA





*New American*  
**STREAMLINE**

BERNARD HARTLEY & PETER VINEY

**DEPARTURES**

An intensive American English series for beginners

Teacher's Book

REVISED BY TIM FALLA

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# Contents

Introduction . . . . .	v
Selection and grading . . . . .	v
The four skills . . . . .	v
Listening	
Speaking	
Reading	
Writing	
Pacing and integration . . . . .	vi
Using <i>New American Streamline:</i> <i>Departures in the classroom</i> . . . . .	vii
1. Review	
2. The classroom context	
3. Setting up the situation	
4. Covering the text	
5. Playing the recording	
6. Listen and repeat	
7. Oral practice	
8. Silent reading	
9. Playing the recording again	
10. Questions and answers	
11. Retelling	
12. Pair Work	
13. Application/Pair Work	
14. Role playing	
15. Application	
16. Copying	
17. Visual aids	
Index to units 1–80 . . . . .	x
Units 1–80	
Appendices	
Vocabulary	
Irregular verbs	
Suggestions for further activities . . . . .	93
Workbook answer key . . . . .	99

*Note:*

*Students will frequently need to use a “mask” to cover the text. The appropriate size for this “mask” is outlined on the back cover of both the Student Book and the Teacher’s Book.*

# INTRODUCTION

*New American Streamline: Departures* consists of

1. a Student Book, divided into 80 units;
2. a Teacher's Book, containing all the pages from the Student Book interleaved with complete step-by-step procedures for teaching each unit;
3. Cassette or CDs, containing the conversations and texts from the Student Book;
4. Workbooks A and B (each with 40 units) providing language summaries for the student, grammar and writing exercises, and reading tasks.

*New American Streamline: Departures* is an integrated intensive series in English for adult and young-adult beginners and "false" beginners. It assumes no previous knowledge of the language, but may also be profitably used with students who have already acquired some imperfect knowledge of English.

*New American Streamline: Departures* adopts a practical approach to language teaching and learning. This approach is based on the results of recent research into language acquisition and on extensive classroom experience. It aims to lead the student toward communicative competence in English by:

1. presenting the target language in interesting contexts;
2. providing manipulative practice of the language;
3. extending the language into real communicative functions insofar as the classroom situation will allow;
4. encouraging creative application of the newly acquired language.

## Selection and grading

In selecting and grading the language to be taught at this level, teachers are always faced with the problem of reconciling the student's short-term needs with the long-term strategy of working toward a general level of linguistic competence. We have tried to balance these two aims by selecting and grading the elements of the language in terms of:

1. complexity
2. frequency
3. general usefulness
4. immediate usefulness

## The four skills

*New American Streamline: Departures* adopts as its first principle the maxim that people learn to do something by doing it.

People learn to listen by listening.

People learn to speak by speaking.

People learn to read by reading.

People learn to write by writing.

## ■ Listening

In *New American Streamline: Departures* the listening activities for the student are:

1. Listening to the teacher. The teacher from the outset will provide the most important model on which the student will base his/her own language behavior.

The teacher should speak English at a speed consistent with normal stress, rhythm, and intonation patterns. "Teacher-talk" should be avoided, however great the temptation. It may help the students to understand the teacher, but not to understand authentic conversational English.

2. Listening to recorded voices on the CD/cassette. The obvious advantage of exposing the student to a variety of voices is that in any authentic situation the student will have to cope with such variety. The talented teacher can often act out a variety of voices, but it is always second-best. We suggest using the recording as part of the presentation of each unit.

3. Listening to fellow students. There are certainly risks in such activities as pair work and role playing in that the students may be exposed to imperfect language models. We feel that the advantages far outweigh the disadvantages. The risks can be minimized by ensuring that the speech models have been thoroughly practiced in a controlled setting before embarking on a less controlled activity.

4. Listening to himself/herself. This activity is much underrated. The student should be constantly encouraged to compare his/her own speech with accurate models. This can be done with constant monitoring by the teacher in the classroom and in the language lab, or by the students themselves in the lab.

## ■ Speaking

In *New American Streamline: Departures* the speaking activities for the student are:

1. Repetition of model utterances. These are first presented by the teacher or by voices on the recording, and the student is encouraged to approximate the model as closely as possible. Choral repetition has the advantage of maximizing the amount of language practice for the class as a whole and makes the individual student feel less conspicuous. Individual repetition enables the teacher to check the accuracy of each student.

2. Manipulative Practice. These exercises are designed to give the student practice in accurately forming language patterns. Such practice is an essential step toward the ultimate goal of creative speaking. The student must be able to say what he/she wants to say when he/she wants to say it.

3. Controlled Practice. These activities are designed to enable the student to use the newly acquired language in situations that minimize the possibility of error. Response Exercises, Questions and Answers, Guided Retelling, Invention Exercises, Oral Completion

Exercises, Correct the Statement, and Pair Work are all used to provide this kind of language activity.

**4. Application or Transfer.** Whenever possible the student is encouraged to use the newly acquired language in some way meaningful to him/her. The degree of real communication that takes place is of course limited by the nature of the classroom environment and the level. However, by setting up simulated situations, we hope to give the student practice in generating the language necessary to cope with real communicative situations.

## ■ Reading

In *New American Streamline: Departures* the reading activities for the student are:

- 1. Reading from the board.** The teacher will often feel it useful and necessary to write language models, vocabulary items, grammar summaries, etc., on the board.
- 2. Reading everything that appears in the Student Book.** This will include conversations, texts, letters, forms, lists, signs, instructions, and exercises. However, apart from the table of contents and the Grammar summaries tables at the back of the book, the Student Book does not include linguistic descriptions either of the traditional grammatical kind (the simple present, frequency adverbs, etc.) or of the functional type (introducing yourself, saying what your job is, etc.). Such descriptions can be of value to the teacher and are confined to the Teacher's Book. It is up to the teacher whether or not he/she wishes to use grammatical descriptions when presenting points of grammar to the students.

Like listening, reading is a receptive skill. It would normally occur after listening and speaking in the sequence of learning a language.

Reading silently (or aloud) does not help the student to speak, but nevertheless serves a useful purpose in the learning sequence even when the major aim is oral ability. Reading can help to reinforce and fix in the memory what has already been heard and practiced orally. Moreover, the student gets a sense of satisfaction and achievement from reading. The silent reading activities also serve the practical purpose of providing oases of calm in the general hurly-burly of an active language lesson. These give both the students and the teacher time to reflect and to gather their thoughts.

**3. Reading development activities in the Workbooks.** These include reading for gist and reading for specific information, and can be used for homework.

## ■ Writing

In *New American Streamline: Departures* the writing activities for the student are:

- 1. Copying from the board.** The student may be asked to copy language models, vocabulary items, grammar summaries, etc.
- 2. Exercises.** These appear in the Student Book and fulfill a number of purposes. They reinforce and

consolidate what has been heard, said, and seen. They also give the teacher useful feedback. The exercises are designed so that they summarize the focal points of the lesson. They can be done orally first, and then written either in class or for homework. In the case of fill-in exercises, students should write out the complete sentences. These fill-in exercises in the Student Book are indicated by a convention of three dots (•••), and it is recommended that the students write these exercises on a separate piece of paper rather than in the text.

**3. Guided Compositions.** The compositions in *New American Streamline: Departures* are always controlled to the extent that the choice of structures and vocabulary is limited. The student works from a model, but is encouraged to relate it to his/her own situation.

**4. Comprehension Questions.** At frequent intervals throughout the course comprehension questions appear in the Student Book. These should always be done orally but, at the discretion of the teacher, can be used to provide written reinforcement.

**5. Dictation.** Formal dictation activities are not suggested in the Teacher's Book. Individual teachers, however, may occasionally feel the need to include a short dictation activity. Nothing should be dictated unless it has already been heard, said, and seen.

**6. Exercises in the Workbooks.** These are designed to consolidate the core material in the Student Book. They can be in class or for homework, but students should only attempt them after full oral practice of the target language.

## Pacing and integration

*New American Streamline: Departures* is an intensive series and, as a general rule, each unit should be considered as one lesson. Obviously, different groups of students have different learning rates and each unit can be adapted to suit their varying needs. With a very fast class, an imaginative teacher can easily expand the application stage of the lesson, use exercises from the Workbook, or do one or more of the further activities suggested. With a very slow class, the teacher may decide to proceed more slowly, particularly in the early stages. For example, Units 1-5 have two Student Book pages per unit, and it may be convenient to consider each page as one lesson for absolute beginners.

There are great advantages in completing one unit per lesson. Each unit has been carefully devised to provide a gradual transition from the listening and repetition phase through manipulative exercises and controlled practice to application. This order should be maintained as far as possible.

*New American Streamline: Departures* is a fully integrated series, providing all the material necessary for a beginning-level series, including a spiraling element. Unlike many series, we have not planned our lessons according to a single formula. No matter how good a single form may seem to be, the constant employment of it is often counter-productive in terms

of student interest. In *New American Streamline: Departures* there is a great variety of lesson types, and the text format ensures that successive lessons are of a different nature.

## Using *New American Streamline: Departures* in the classroom

The Teacher's Book provides very full lesson plans for each unit. The precise numbering system enables exact reference to be made to specific lesson activities. This will prove useful where the course is shared between two or more teachers. Throughout the notes, dialogue spoken by the teacher, the class in chorus, and individual students are introduced by the letters **T**, **C**, and **S** respectively.

The instructions to the teacher may often seem rather terse or abrupt. We say "Do this!" rather than "This is a possible method of exploitation which may be found useful." This is because of the limited space available and to indicate clearly and economically the transitions from one activity to another. Obviously, many teachers will wish to exploit the material in their own ways and adapt it to their own teaching styles. Various standard instructions are given in the teacher's notes on each unit, and there follows an explanation of each of these.

### 1. Briefly review the previous lesson

This step at the beginning of a new lesson enables the teacher to check and reinforce the teaching points of the previous lesson before moving on to new material. A few questions related to the material of the previous lesson or transferred to the students' own experience would usually be suitable.

### 2. Use the context of the classroom

The target language of *New American Streamline: Departures* is always introduced in context. This context usually takes the form of an illustrated conversation or text in the Student Book. Sometimes, however, the classroom situation itself provides a more appropriate context in which to present a new structure for the first time. When such is the case, the material in the Student Book provides further contextualization and consolidation.

### 3. Set up the situation

Before presenting a conversation or text for the first time, it should be placed in some kind of setting, rather than just presented "cold." The illustration in the Student Book usually enables the teacher to establish the broader context of place, time, and characters involved. Teachers are encouraged to utilize the illustration to help set up the situation and to ask questions on the language level of their class.

### 4. Cover the text

It is important in the Listen and Repeat phase of the lesson that the students should not be able to refer to

the written text. It is essential to train the students to cover the text at the appropriate times. The layout of the Student Book has been designed with this requirement in mind. The size of the required "mask" is outlined on the back cover of both the Student Book and the Teacher's Book.

### 5. Play the cassette/CD (or act out the conversation)

This involves focusing the students' attention on the appropriate illustration, giving a *Listen!* signal, and playing the CD or cassette.

Acting out a conversation may be necessary, because equipment is lacking or broken. Change of voice, stance, or position helps to create the illusion of different characters.

### 6. Listen and repeat

The repetition stage is an essential part of the learning process. The class should repeat a phrase chorally first, then individually at random for further repetition. Choral repetition gives all the students oral practice. Individual repetition enables the teacher to check for accuracy. Careful attention should be paid to accurate stress, rhythm, and intonation. The teacher can add gesture and expression to the spoken word. Longer utterances can be broken into more manageable pieces by "buildup" exercises, either from the beginning of the sentence ("forward buildup"), or from the end ("backward buildup"), depending on where the problems lie in the sentence.

#### 6.1 Forward buildup.

Target sentence:  
*I'd like some soup.*

Repetition stages:  
*I/I'd/I'd like/I'd like some soup.*

#### 6.2 Backward buildup.

Target sentence:  
*I'm going to work for my mother-in-law.*

Repetition stages:  
*mother-in-law/for my mother-in-law/to work for my mother-in-law/I'm going to work for my mother-in-law.*

### 7. Oral practice

Oral practice exercises enable the student to internalize the forms of the language so that he/she can produce the required dialogue fluently when he needs to. Constant practice leads to fluent production. The student must have control of the language before he/she can hope to communicate effectively.

**7.1** The model sentence. The model sentence for the exercise is always contextualized, and wherever possible an element of contextualization is sustained throughout the exercise.

**7.2** The cues (words the teacher uses to elicit language from the students). The cues should always be familiar to the student. Only previously learned lexical items are used or, occasionally, universally familiar words such as Coca-Cola.



**7.3** The format. The exercise should be carefully set up by the teacher so that the students know exactly what they have to do. This usually involves the teacher's giving two or three examples to show how the exercise works.

**7.4** Pacing. The practice exercises themselves should be done quickly for the students to reap maximum benefit. It also introduces an element of challenge into the activity. Try to maintain conversational speed, but varying the pace at times can be motivating.

**7.5** Choral practice. This maximizes the amount of language practice and gives confidence to the learners.

**7.6** Individual practice. This would normally follow the choral stage to enable the teacher to check accuracy. The teacher gives the cue but does not indicate who is to answer until all the students have had time to think of the answer. In this way, every student is encouraged to formulate mentally each response.

There is a great variety of practice exercises in *New American Streamline: Departures*, and each is set out in a clear fashion for ease of classroom reference by the teacher. Practice exercises range in complexity from simple substitution and transformation to the much freer Invention exercise. We would also hope that the teacher would improvise practice exercises when they were needed.

## 8. Silent reading

In this activity the students read the text silently, at their own speed. The silent-reading activity reinforces what has been heard and practiced. It also prepares the way for further practice and provides a link between both the more mechanical and the freer parts of the lesson. It also gives both teacher and student time to reflect and gather their thoughts. Students should be encouraged to keep any questions until the end of the activity.

## 9. Play the recording again

This confirms and reinforces what the student has read. The students can follow the text in the book.

## 10. Questions and Answers

This activity is designed to give further language practice and check comprehension. The text should always be covered to ensure the full attention of the class. A long conversation or text should be segmented so as not to impose too great a memory load on the students. The teacher should use the questions in the Teacher's Book. We use a variety of questions.

### 10.1 Yes/No questions.

*Did you go to London?*

to elicit: *Yes, I did./No, I didn't.*

### 10.2 Either/Or questions.

*Did you go to London, or did you go to Paris?*

to elicit: *I went to Paris.*

**10.3** *Wh-* or Question Word questions, where there is no guide as to the expected response.

*Whose is it?*

*When did you go? Why are you here?*

**10.4** Question generators, to set up student interactions.

*Ask him/her/me/them/each other.*

For example:

T: *Maria, do you like coffee?*

S1: *Yes, I do.*

T: *Ask Pierre.*

S1: *Do you like coffee?*

S2: *No, I don't.*

T: *Ask Mei... "tea."*

S2: *Do you like tea?*

S3: *No, I don't.*

T: *Ask me.*

etc.

T: *Does he have four bottles?*

S1: *No, he doesn't.*

T: *Ask, "How many?"*

S2: *How many bottles does he have?*

S3: *He has two bottles.*

**10.5** Application questions.

T: *Did he go to New York?*

S: *Yes, he did.*

T: *Have you ever been to New York?*

S: *Yes, I have.*

T: *Ask me.*

S: *Have you ever been to New York?*

T: *Yes, I have. Ask me, "When?"*

S: *When did you go to New York? etc.*

**10.6** Written Questions. The questions that appear in the Student Book to accompany a text or conversation can be used for written homework or for pair work. They are usually *Wh-* questions, and the long answers summarize the text.

## 11. Retelling

Apart from Questions and Answers, which could be described as retelling, there are three further techniques used to elicit oral reproduction of texts (examples from Unit 28):

### 11.1 Complete the statement.

Target sentence:

*Later on, the bride and groom are going to change their clothes.*

T: *Later on, the bride and groom are going to...*

C: *...change their clothes.*

### 11.2 Correct these statements.

Target sentence:

*In a few minutes, they're all going to get into a white Cadillac.*

T: *In a few hours...*

C: *In a few minutes...*

T: *...they're all going to get into a green Cadillac.*

C: *...they're all going to get into a white Cadillac.*

### 11.3 Retelling from cue words.

Target sentence:

*The bride and groom are leaving City Hall.*

T: ...bride...groom...City Hall.

C: *The bride and groom are leaving City Hall.*

These methods are alternated to give variety of practice.

### 12. Pair Work

Students read through a conversation in pairs. Each student plays both parts several times. The teacher should circulate, checking on pronunciation and intonation. Where there is an odd number of students, the teacher can pair himself/herself with the odd student and run through the conversation quickly before checking on the others. It is advisable to get the students to change partners at regular intervals.

### 13. Application/Pair Work

In this activity students practice a conversation in pairs but substitute from cues. They are also asked to question each other to elicit previously practiced responses or free responses.

### 14. Role play

In both kinds of Pair Work, students are, to a certain extent, role playing. They may also be encouraged to act out a situation with the teacher, or in pairs. Dramatic talent is not necessary for successful role playing. A spirit of "play" and enthusiasm will communicate themselves to the students.

### 15. Application

This activity aims to encourage the student to use the newly acquired language in some way meaningful to him/her. The classroom situation obviously limits the amount of real communication possible.

Application strategies are suggested throughout the course, but their use will vary according to the teaching situation, as by definition application must be related to particular students, their backgrounds, and needs. Here are a few general strategies:

15.1 Application questions. New structures and vocabulary that have been presented in context and practiced can be related directly to the student, for example:

Unit 1 *Are you a doctor?* etc.

Unit 2 *Are you French?* etc.

Unit 4 *Is that your book?* etc.

Unit 5 *Are you hungry?* etc.

Unit 6 *Describe your apartment/house,* etc.

15.2 Simulated situations.

Unit 7 *Asking for things at the table*

*Ordering in a fast-food restaurant*

Unit 11 *Ordering in a restaurant*

Unit 12 *Instructing each other to do things*

Unit 13 *Asking about each other's possessions*

Unit 17 *At customs,* etc.

### 15.3 Language games.

Unit 8 *Who is it?* using flash cards of famous people.

*What color is it?* using flash cards or realia.

Unit 9 *Whose pen is it?* having first mixed the students' possessions.

Unit 10 *Is there (a pen) in the box?* etc., using a box of realia

15.4 Mini-projects. Tasks may be done outside the classroom (especially for schools in an English-speaking country), for example:

Unit 7 *Ask someone to pass you something at dinner tonight.*

*Order something in a fast-food restaurant.*

*Ask someone for his/her phone number.*

15.5 Written application.

Unit 14 Exercise:

Write sentences about yourself.

*I can swim./I can't ski,* etc.

Unit 16, Exercise 3:

Write sentences.

*I have a brother./I don't have a Mercedes.*

Unit 20, Exercise 2:

Write a postcard from your town.

Unit 53, Exercise 2:

Write a short personal history.

### 16. Copying

In this activity the teacher writes the language summary on the board, and the students copy it. Actually writing this information tends to fix it more firmly in the memory. It may also provide a welcome change of activity.

### 17. Further activities

Following the teaching notes for each unit is a list of further activities that reinforce the structures and vocabulary taught in the unit. Most of the activities are designed to promote fluency rather than accuracy and take the form of games, role plays, pair work, and other communicative activities.

### 18. Visual aids

In *New American Streamline: Departures* all the units are illustrated, and extra visual aids are not essential. However, the following may be found useful.

18.1 A bag of props containing easily assembled objects. This could include individual objects (a pen, a comb, an envelope, etc.), pairs of objects (knives, forks, spoons, etc.) for plurals and comparisons, and empty food containers (bottles, cans, boxes, etc.) for countable and uncountable nouns.

18.2 A prop classroom clock with movable hands.

18.3 Flash cards. A collection of flash cards can be easily built up by pasting pictures from magazines onto plain cards. These could be grouped into sets to cover: Occupations/Nationalities/Actions/Comparisons/Countable and Uncountable Nouns/Adjectives and Adverbs/Famous People, etc., or related to specific situations from the series such as the menu items in Unit 11 (*An American Restaurant*).

# Index to units 1-12

Unit	Main teaching points	Expressions
1 Hello	I'm/he's/she's/you're a (student) from (Canada) • + Q + Neg. + Where...from? • Numbers 1-4 • Letters A-H	Hello. Hi. How are you? Fine, thanks. And you?
2 Excuse me! Where are you from?	We/you/they're (American) • + Q + Neg. • Numbers 1-10 • Letters I-K	Excuse me! Yes? Pardon me? Thank you. Yes, please. No, thanks. Please sit down. on vacation on business
3 What is it? What are they?	Plural nouns Indefinite article: a/an It/this/that's a (pen) • They/these/those are (books) • + Q + Neg. + What? • Letters L-Z	
4 What's your name? What's your job?	What's/are my/your/his/her/our/their job(s)/name(s) • Numbers 11-24 • here/there	Good evening. Here's your key. over there I'm sorry.
5 I'm cold It's late	to be + adjectives • + Q + Neg.	
6 There's a nice apartment	There is/are a/some/no cup(s) on/in/under the refrigerator • + Q + Neg. + Where?	Good. Here's a... Well,...
7 Requests	Numbers 30/40/50/60/70/80/90 Ordering (a drink) Asking for things at the table • Asking for someone's phone number	Could you pass the (salt), please? Thanks. Sure. There you go./There you are. How much is that? Could I have (your phone number), please? Very funny.
8 Uniforms	Who is it? • Who's this/that? It's (Tom) • (He)'s a (doctor) • What color is it? It's (red) • It's (Tom's) (shirt).	My name's... How do you do? Hi there.
9 Whose is it?	Whose (car) is it? Whose (keys) are they?	Wow!
10 There's some oil in the bottle	There's some (water) • + Q + Neg. • There are some (apples) • + Q + Neg. • How much/many? • A lot	
11 An American restaurant	I'd like the/a (menu)/some (soup) • Which (vegetables) would you like?	Certainly
12 Computer game	(Do) (this)!/Don't (do) (that)! • Help me/him/her/us/them • Turn (it/them) off.	That's you... Be careful. That's right. Quick! Listen to me! That's great. Fantastic!

# Index to units 13–24

Unit	Main teaching points	Expressions
13 Who's happy? (review)	What make is (your car)? • Is she rich or is she poor?	
14 My dad can do everything!	(I) can (do it). • I can't (do it). • Can you (do it)?	What? • Really?
15 Choices	Asking about preferences: What color/flavor would you like? • Would you like (tea or coffee)?	Please come in. How about (a cookie)? On a diet Can I help you? What size are you? Can I try (it) on? What flavor? To stay or to go?
16 What do they have?	Present simple: have Has/have • + Q + Neg.	Life's great!
17 At customs	What/How much/How many do you have?	Good morning. May I see (your passport)? Here it is. Do you have anything to declare? Fine.
18 Which one?	Which one(s) -'s/are yours/mine/ his/hers/ours/ theirs/John's • The (gray) one's (mine) • I'd like the (big) one.	How about some more (salad)? Are you sure? I don't know. Good night. Thanks for a lovely evening.
19 Travel	Requests with <i>may</i> and <i>can</i> • Asking for train information: I'd like some information about the trains. • Checking in at an airport	May I help you? Where to? Around (6 o'clock). Is this seat taken? Is it OK if I sit here? May I borrow (it)? for a minute of course Put it right here. Good afternoon.
20 Our town (review)	Letter format. Name/address, etc. Guided discussion Describing places	(1,600) meters above sea level Dear (Wendy), See you soon. Best wishes,
21 What are they doing?	Present continuous: What (are you) doing? (I'm) (working) + Q + Neg.	
22 Can you help me?	What ('s he) (reading)? • (He's) reading (something) • Who's (writing)? (Kenji is). • Who's she talking to?	What about (Kate)?
23 Shopping	Prices: \$180/100/99.50, etc. • Asking about goods: What make is it? • Asking about prices: How much it is? • Asking to see goods: Can you show me (some cameras), please? May I see it, please?	How may I help you? Excuse me?/Pardon me? I'm just looking. What make do you want? How much can you spend? That's too much/expensive.
24 The fashion show (review)	too/either • What (is it/are they) made of? It's/they're made of (cotton).	Here's (Julia).

# Index to units 25–38

Unit	Main teaching points	Expressions
25 Going to the movies	Present continuous with prepositions • Why? Because...	
26 What's on TV tonight?	What time is it? • It's five after one, etc. • 1st–12th	What's on TV tonight? There's a good movie on at... Wait a minute.
27 In prison	Future with <i>going to</i> : (I'm) going to (do it) • + Q + Neg.	
28 A wedding (review)	Consolidation of Present continuous and future with <i>going to</i>	in a few minutes make a speech Later on
29 Computer dating	I like/he likes (music). • + Q + Neg.	For example How old are you? What about? What? fill out (this form) young man
30 A scene from a movie	I/He want(s)/need(s)/love(s) (you). • + Q + Neg.	Why not? I know.
31 Asking for assistance	Getting change • Having shoes repaired • Asking for directions (in a car)	Can you change (a dollar bill)? Could you repair (these boots)? What's the problem? as soon as possible No problem. Is there a (parking lot) near here? At the (second) traffic light. I think so.
32 An interview	Present simple (everyday habits)	take a walk/bath have (breakfast/lunch/dinner)
33 Every day	Present simple (everyday habits continued)	good-bye What does (he) do? in the evening five days a week every day
34 What's My Job? (review)	Present simple: question forms	Ladies and Gentlemen... Welcome to... work with your hands
35 Karaoke	Present simple + adverbs of frequency	No way! in public on (my) own Well, there you go. Come on! All right!
36 A questionnaire	Present simple + adverbs of frequency • + Q + Neg. + • What time? When? How often?	once/twice/three times (etc.) (a week)
37 What do they do every day?	Present simple contrasted with Present continuous	right now
38 Well or badly?	Adverbs of manner: How (do you) do it? I (do) (it) well.	

# Index to units 39–52

Unit	Main teaching points	Expressions
39 Leisure time	Present continuous for future meaning: I'm going out of town this weekend. • Invitations	Would you like to come to a party? I'd like to. Maybe some other time. Thanks anyway. Do you come here often?
40 Lost in Niagara Falls (review)	Asking for and giving directions	Where can I find...? How do I get to...? right behind you You can't miss it. Go (straight ahead). Could you repeat that?
41 Personal information	Asking for and giving personal information Using a credit card Filling in an application form	For when? How would you like to pay? (July) of next year a discount of (25%) Who do you work for?
42 Where were you?	Past simple: I/he/she was here • We/you/they/ were here • + Q + Neg. + When? Where? • Months	Right! Oh, really?
43 Vacations	Past simple: There was/were • + Q + Neg. • What was (it) like?	
44 Return from space	Past simple: to have • + Q + Neg.	What do you mean? It (certainly) wasn't a picnic. It was wonderful. Welcome back!
45 Did you get everything?	Past simple of irregular verbs: have/ go/come/get/play • + Q + Neg.	(Ron), is that you?
46 In the office	Past simple of regular verbs • + Q + Neg.	He waited for 5 minutes. That's strange. What's the matter? Phew! That was great!
47 The Legend of Willy the Kid	Past simple of regular verbs (continued)	
48 Foreign vacations	Past simple of irregular verbs (continued)	
49 Survivors	not much (food)/not many (crackers)/only a little (food)/ only a few (crackers)	lose weight
50 Fifth Avenue	Past simple + adverbs of manner	What happened?
51 Talking about the past	Past simple + ago	Did you have a good time? What can I get you (for breakfast)? How long did it take? It took (about 2 hours). Thank goodness! (a short time) ago
52 The Six O'Clock News	Consolidation of irregular verbs in the past tense	spend time

# Index to units 53–65

Unit	Main teaching points	Expressions
53 Twins	Past simple: intensive question practice	was born in fact (Do they dress) the same?
54 Dinner with a star (review)	Review of the Present simple in contrast with the Present continuous	Why, ... This is a change. My friends call me (Kevin). ..., I mean, ... Good to see you. How's it going? Go ahead. ..., and all give it a (pull)
55 An accident	Past continuous in contrast with Past simple: (He) (was) (doing) it. • + Q + Neg. + What Q	
56 An investigation	Continuation of Past continuous contrasted with Past simple: (He) (was) (doing) it when (something) (happened).	
57 Pictures from the past	could to talk about past ability: (I) could (do it) when I was ten • + Q + Neg.	Why, yes. Not the (photographs)! That's really cute. six (years old)
58 Miami Police Squad	(I) have to/don't have to/can't (do it) • + Q + Neg.	all the time
59 Telephoning	Telephoning: Telephoning the operator • Telephoning Directory Assistance • Telephoning from a hotel	Is (Akiko) there, please? Please hold. Just a minute, please. One moment please. Who's calling? When do you expect (her) back? Could you take a message? Can I dial direct?
60 Personal history (review)	Asking for and giving personal information	What do you do for a living?
61 On the moon	Introduction of Present perfect: (I've) (opened) it • (He's) (opened) it • + Q + Neg. + What?	
62 Where's it gone?	Present perfect: been/gone • + Q + Neg.	Which way?
63 What have you done?	Expressing annoyance • Continuation of regular verbs in Present perfect • already, just	Oh, no! What's wrong? Ha, ha, ha! Watch out! You're right. (What), for example? do the dishes
64 City and country	too much/too many • not enough	
65 Europa Tours	Present perfect with yet and before: (He has)n't been (there) yet • (He's) never been there before • (Have you) ever been (there)?	at the moment

# Index to units 66–80

Unit	Main teaching points	Expressions
66 Elmer calls home	Continuation of irregular verbs in Present perfect • How much/many (has he) done?	Are you still there?
67 Have you ever...?	Present perfect contrasted with Past simple	
68 Dr. Finkel's invention	Comparative adjectives: colder/hotter, etc. • more expensive, etc. • Nancy's (older) than Billy • A car's (more expensive) than a motorcycle	Nonsense!
69 A hard life	have to/had to • + Q + Neg.	
70 The trivia game	Comparative and superlative adjectives: Mary's the (tallest) • It's the (most expensive) (coat).	It's (my) turn. That's not the same thing!
71 CN Tower	Review and continuation of comparative and superlative adjectives	It's this way. Do we have to? Think about it... Come over here.
72 I'll do it!	Will you (do it)? • I'll (do it). • No, you won't. • Why don't/ doesn't...?	Be quick.
73 Comparing things	It's the same as/different from yours. He's the most (boring speaker) I've ever heard. This hotel isn't as modern as that hotel.	It's down the street. As long as you have. Not really.
74 Something, nothing, anything, everything	Indefinite pronouns • Something/ -body/-where • + Q + Neg. • + Every • Are there any left?	Let me have a look. Take a look.
75 Four lives	Present perfect with for and since	at the same time
76 An electronic world?	can/can't for permission and prohibition	
77 Battle of the Bands	One/some/all/both/neither/ none (of them)	shake hands
78 The Weekly Gazette (review)	Review and summary	the top of get in touch
79 Special occasions	sending flowers to someone • giving and receiving presents • thanking someone for hospitality	What kind of (flowers) would you like? Can I open it now? What do you recommend? ...at this time of year What a nice surprise! I love candy. Don't be silly. I'll give you a ride.
80 ...The End (review)	Consolidation	Pretty much be broke It's easy.





Exercise 1

Exercise 2



David Clark  
Linda Rivera  
He's David Clark.  
She's Linda Rivera.



Alan Lee  
Susan Lee  
.....  
.....



John Green  
Carol Green  
.....  
.....



Is she a teacher?  
No, she isn't.  
Is she a student?  
Yes, she is.



..... a student?  
No, .....  
..... a teacher?  
Yes, .....

**Target structures**

I	am	a student.	Where	am I	from?
You	are			are you	
He	is	from Canada.		's he	
She	's			's she	

Am I	a student?	Yes,	I am.
Are you			you are.
			he is.
			she is.

Is he	from Canada?	No,	I	'm not.
Is she			you	am not.
			are not.	
			he	isn't.
			she	is not.

**Expressions**

Hello. Hi.  
How are you?  
Fine, thanks. And you?

**Vocabulary**

Numbers: 1-4  
Letters: A-H  
student, teacher  
Countries: The United States, Canada, Japan, Mexico, Brazil, France, and the countries of your students.

Note: This unit may be divided into two lessons with a break after step 17.

**1. Greet the class.**

T (Teacher): Hello. C (Class): Hello.  
and use gestures to indicate (C) choral response, Hello, and (S) individual response, Hello.

**2. T: Open your books. Close your books.** Use gestures to demonstrate.**3. T: Open your books to Unit 1A.** Point to Unit 1A in your open book.**4. Conversation A-B.** T: Look and listen. Play the recording or act out the conversation.**5. Listen and repeat Conversation A-B.** (Have students listen and repeat each complete utterance; first chorally, then select a few individuals at random.)**6. Introduce yourself to each student individually.**

T: Hello, I'm....  
Have students introduce themselves to you.  
S: Hello (Hi), I'm....

**7. Have students make name tags for their desks labeled, I'm (Name).** Have them leave some room to add their home countries later.**8. Pair Work on Conversation A-B.** Have students introduce themselves to their neighbors, then have them circulate around the class introducing themselves.**9. Have the class repeat the letters A and B.** Have students read Conversation A-B silently.

**10.** Use the pattern *Hello, I'm...* to introduce yourself to students. They respond. S1: Hello, I'm..., S2: Hello, I'm.... Then practice *he's, she's*. T: Listen.... He's (Pedro Lopez)... Repeat! Do the same with a number of students, both male and female. (In a single-sex class, use simple board drawings or flash cards.)

T: I'm... (teacher's name). Point to individual students and pretend to have forgotten their names (using gestures). C: He's..., She's..., I'm.... T: You're (Maria Garcia). Point to yourself to elicit You're (teacher's name).

**11.** Conversation C-D. T: Look and listen. Play the recording or act out the conversation.

**12.** Listen and repeat Conversation C-D (as in step 5).

**13. Questions and Answers.**

Ask individual students:

T: Are you a teacher? S: No, I'm not.

T: Are you a student? S: Yes, I am.

Use gestures to teach: Ask him/Ask her/Ask me.

T: Are you a teacher? S1: No, I'm not.

T: Ask him/her. S1: Are you a teacher?

S2: No, I'm not.

Have several students follow this pattern.

**14.** Have students repeat the letters C and D. Have students read Conversation C-D silently.

**15.** Pair Work on Conversation C-D. (Students read the conversation in pairs, reversing roles after the first reading.)

**16. T: Listen.** Indicate a male student.

T: Is he a teacher?... No, he isn't.... Repeat! Indicate a female student.

T: Is she a student?... Yes, she is.... Repeat!

Ask questions about several students to elicit: Yes, he is/Yes, she is/No, he isn't/No, she isn't. Use gestures to elicit questions and answers about individual students [e.g., point to (Maria), point to another student who asks, Is she a teacher? Select a third student who replies]. Have several students follow this pattern.

**17.** Pair Work. Students ask each other about other members of the class and answer.

**This point could be the end of the first lesson.**

**18.** Refer students to 1B. Conversation E-F. T: *Look and listen.* Play the recording or act out the conversation.

**19.** Listen and repeat Conversation E-F (as in step 5).

**20.** Questions and Answers.

T: *Where are you from?* S: *I'm from Japan/Tokyo.* T: *Ask him/Ask her/Ask me* (as in step 13).

**21.** Have students repeat the letters *E* and *F*. Have students read Conversation E-F silently.

**22.** Have students add to their name tags: *I'm from (Japan).*

**23.** Pair Work on Conversation E-F (as in step 15).

**24.** T: *Listen.* Point to a student. T: *Is he from Canada?*

C: *No, he isn't.* T: *Where's he from?* C: *He's from...* (student's native country).

Ask questions about several students. Use gestures to elicit questions and answers about individual students [i.e., point to a student (S1), then point to another student (S2) who asks, *Is she from the United States?* Select a third student (S3) who replies]. Have several students follow this pattern.

**25.** Pair Work. Students ask and answer questions in step 24 with a partner.

**26.** Have students introduce their partners to the class: *He's (Juan). He's from (Mexico).*

**27.** A series of flash cards of famous people or different nationalities and a world map would be useful here. Choose currently famous people, e.g., Madonna, Princess Diana, Boris Becker. Hold up a picture of Madonna and say: *Is she Steffi Graf? Is she French? Where's she from?*

**28.** T: *Listen.*

*Am I a teacher?*

*Am I a student?*

*Am I from the United States?*

(the U.S.)

*Am I from Canada?*

Have students ask questions about themselves.

C: *Yes, you are.*

*No, you aren't.*

Continue:

T: *he*

*I*

T: *Where's he from?*

*she*

T: *I*

*you*

T: *Where am I from?*

*John*

T: *he*

*Maria*

C: *Where's he from?*

**30.** Conversation G-H. T: *Look and listen.* Play the recording or act out the conversation.

**31.** Listen and repeat Conversation G-H (as in step 5).

**32.** Leave the room and reenter. Greet several of the students. Encourage them to answer.

T: *Hello.*

S: *Hi. How are you?*

T: *Fine, thanks. And you?*

S: *Fine, thanks.*

**33.** Have students repeat the letters *G* and *H*. Have students read Conversation G-H silently.

**34.** Pair Work on Conversation G-H.

**35.** Pair Work. Students greet each other in pairs, following the example in the conversation. Have students circulate around the class greeting each other.

**36.** Do Exercises 1-4. Then have students write out the answers either in class or for homework.

### Suggestions for further activities

**1.** Use the names of famous people on flash cards and pin or tape one on the back of each student. Have students circulate, trying to learn their identities by asking other students *Yes/No* questions: *Am I from the United States? Am I Axl Rose?* Follow up with the quiz below.

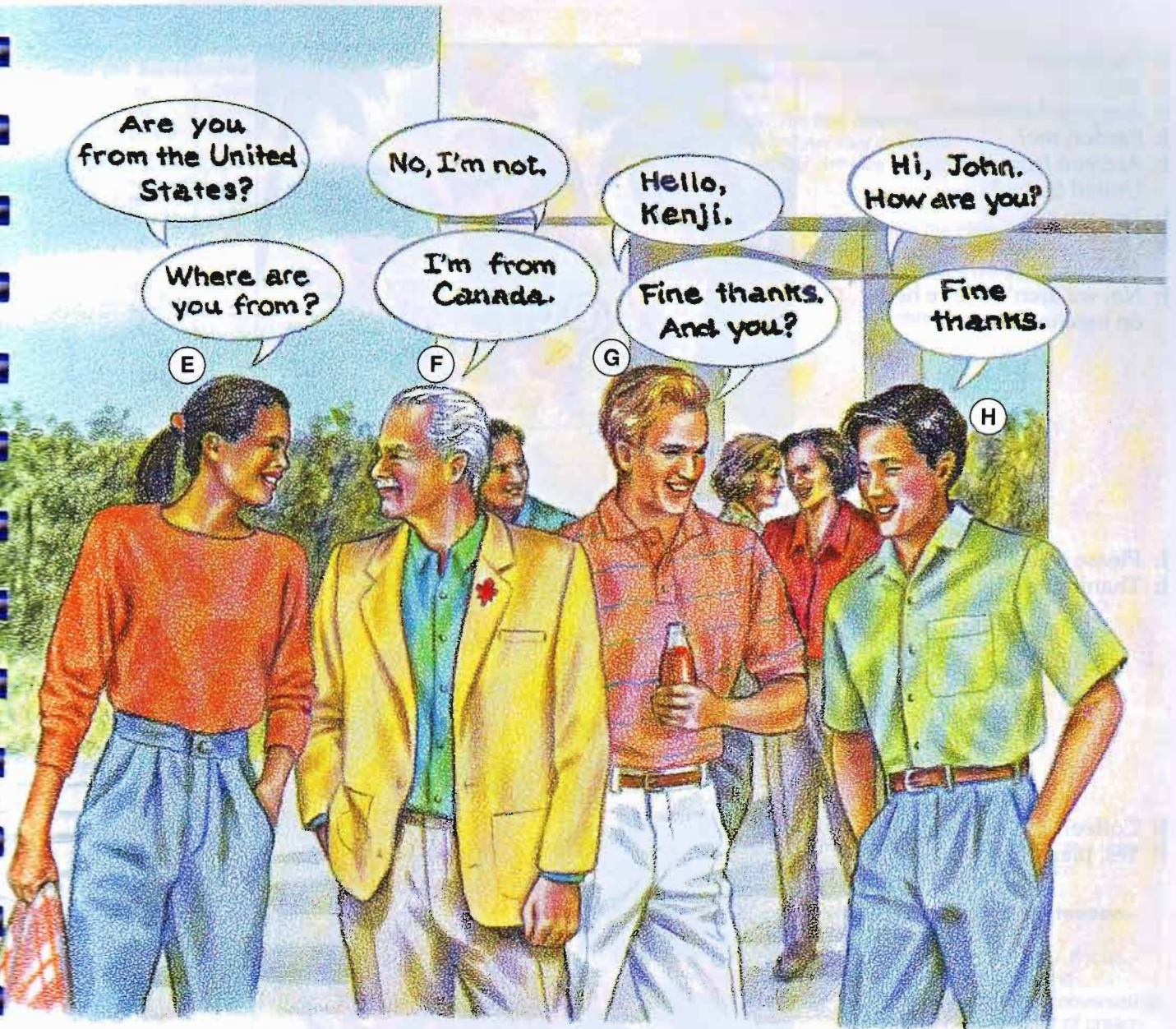
**2.** Use the flash cards of famous people or give names of famous people and ask questions as in step 27. Students write the answers. Ask eight questions. Students should label their answers *A, B, C, D, E, F, G, and H*. For example:

T: *Write A. Look at the picture. Is he Paul McCartney?*

*Write Yes, he is or No, he isn't.*

T: *Write B. Look at the picture. Is he French? Write Yes, he is or No, he isn't.*

Select students to write the correct answers on the board.



Are you from the United States?

No, I'm not.

Hello, Kenji.

Hi, John. How are you?

Where are you from?

I'm from Canada.

Fine thanks. And you?

Fine thanks.

E

F

G

H

**Exercise 3**



Is he from the United States?  
No, he isn't.  
Where's he from?  
He's from Canada.

- • • France?
- No, • • •
- • • ?
- • • Mexico.



- • • Brazil?
- • •
- • • ?
- • • Japan.

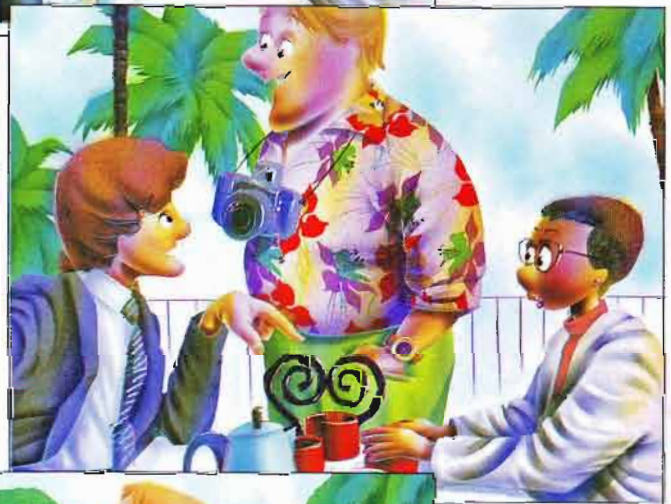
**Exercise 4**

- Are you a teacher?
- • •
- Are you a student?
- • •
- Are you from the United States?
- • •
- Where are you from?
- • •

- I: Excuse me!  
 J: Yes?  
 I: Are you American?  
 J: Pardon me?  
 I: Are you from the United States?  
 J: Yes, we are.  
 I: Oh. I'm American too. Are you here on vacation?  
 J: No, we aren't. We're here on business.



- J: Please sit down.  
 I: Thank you.



- J: Coffee?  
 I: Yes, please.



- J: Cream?  
 I: No, thanks.  
 J: Sugar?  
 I: Yes, please.



- K: Where are you from?  
 I: I'm from Los Angeles.  
 K: Are you here on business?  
 I: No, I'm not. I'm on vacation.

**Target structures**

We	're	American.
You	are	Japanese.
They	aren't	Spanish.
	are not	

Are	we	American?
	you	
	they	

Yes,	we	are.	No,	we	aren't.
	you			you	are not.
	they			they	

**Expressions**

Excuse me!	Thank you.	on vacation
Yes?	Yes, please.	on business
Pardon me?	No, thanks.	Please sit down.

**Vocabulary**

Numbers: 1-10	vacation	too (also)
Letters: L-K	business	
Nationalities	coffee	here
City names	cream	
	sugar	

Note: This unit may be divided into two lessons with a break either after step 15 or step 20.

- Briefly review the previous lesson.
- Conversation 1 (referring to the first picture). Focus attention on the picture. Have students cover the conversation. (See p. vii, #4, in the Introduction.) Play the recording or act out the conversation.
- Listen and Repeat. (Have students listen and repeat each complete utterance; first chorally, then select a few individuals at random.)
- Silent Reading. (Have students read the conversation silently.)
- Pair Work on Conversation 1. (Students role play the conversation in pairs, reversing roles after the first reading.)
- Application. Say to individual students, or to pairs of students:
 

T: Excuse me.	S: Yes?
T: Are you (French)?	S: Pardon me?
T: Are you (French)?	S: Yes, I am/Yes, we are.
T: I'm American. Are you on vacation?	S: No, I'm not...I'm a student.
	SS: No, we aren't...we're students.

 Have the students practice this in pairs without the text.
- T: Look at the picture. Look, listen, and repeat.  
They're American.  
They aren't English.  
They aren't on vacation.
- Application. Indicate pairs or groups of students to elicit:
 

O: They're (Japanese).
O: They aren't American.
O: They're students.
O: They aren't on vacation.
- T: Look at the picture. Look, listen, and repeat.  
They're American. They aren't English.  
Are they English? ... No, they aren't.  
Are they American? ... Yes, they are.

- Questions and Answers. Point to the illustration. Ask questions:  
Are they English?  
Are they French? Are they Japanese?  
Are they American? Are they students?  
Are they on vacation? Are they on business?

- Application. Ask questions about students in the class, using: *Is he...? Is she...? Are they...? Are you...? Am I...?* to elicit various nationalities. Ask him/Ask her/Ask me/Ask them.

- Practice:
 

T: He	Continue:
T: He's American.	They
T: They	She
T: They're American.	I
T: He	You
C: He's American.	We

- Practice:
 

T: He	Continue:
T: He isn't English.	They
T: They	She
T: They aren't English.	I
T: He	You
C: He isn't English.	We

- Practice:
 

T: he	Continue:
T: Is he American?	they
T: they	she
T: Are they American?	I
T: he	you
C: Is he American?	we

- Written Phase. Write the Target structures in this lesson on the board and have students copy the patterns.

**This point could be the end of the first lesson.**

- Conversation 2 (referring to pictures 2, 3, 4). Focus attention on the pictures. Have students cover the conversation. Play the recording or act out the conversation. You may mime pouring coffee, offering a pitcher of cream, or stirring in sugar in order to reinforce the vocabulary.

- Listen and repeat the conversation.

- Silent reading of the conversation.

- Pair Work on the conversation.

- Application. Have individual students accept or refuse your offers of various items:

T: Coffee?	S: Yes, please.
T: Sugar?	S: No, thanks.

Continue with *tea, soda, water, milk*, etc.

T: Where are you from?/Are you on vacation? Ask him/Ask her/Ask me.

Have them role play, offering items and asking questions in pairs without the text.

**21.** Write the numbers 1–10 on the board, e.g.,

1—*one*

2—*two*, etc.

Students copy them.

**22.** Listen and Repeat. Read out the numbers. Students repeat after you.

**23.** Refer students to 2B. T: *Look, listen, and repeat.* (Have students look at each picture and repeat the words after you.) T: *Picture 1. He's from New York. He's American.* Continue with Pictures 2–10. City names are: 1. New York; 2. Paris; 3. London; 4. Moscow; 5. Beijing; 6. Mexico City; 7. Madrid; 8. Rio de Janeiro; 9. Sydney; 10. Tokyo.

**24.** T: *Look, listen, and repeat.*

T: *Picture 1. Is he from New York? Is he American?*

Continue with Pictures 2–10.

**25.** Ask questions about each of the pictures. Have students respond: T: *Picture 1.*

T: *Is he from New York?*

C: *Yes, he is.*

T: *Is he from London?*

C: *No, he isn't.*

T: *Is he English?*

C: *No, he isn't.*

T: *Is he American?*

C: *Yes, he is.*

Vary the order of the pictures to add variety and to practice number recognition.

**26.** Pair Work. (Have students ask and answer questions about the illustrations in pairs.)

**27.** Have students write out the questions and answers they have just practiced orally, using Pictures 1–10.

**28.** Quiz.

T: *One. He's from Paris.*

S: *He's French.*

T: *Two. She's from New York.*

S: *She's American.*

T: *They're from Tokyo.*

S: *They're Japanese.*

Continue: *Moscow/Beijing/Mexico City/Madrid/Rio de Janeiro/London, etc.*

### Suggestions for further activities

**1.** Dictate the numbers 1–10 in random order, e.g., T: *six*. Students write "6."

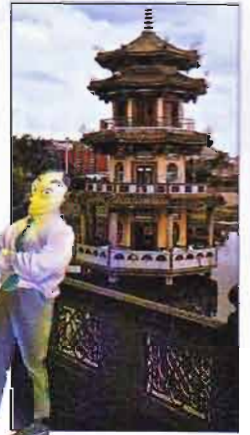
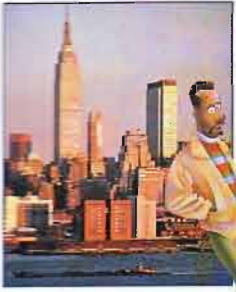
**2.** Write the scrambled letters of the numbers 1–10 in random order on the board. Students work in pairs to unscramble them, and put them in numerical order, e.g., *vief* (five), *tighe* (eight), *net* (ten), *neo* (one), etc.

**3.** Hand out ten cards, each with a different number, 1–10. Say the numbers in order and have the student with the corresponding card hold it up and say the number. Then call the numbers in random order, constantly increasing the speed of response. Finally, have each student who has called a number say the next number, continuing until all can respond rapidly.

**4.** Have students tell where they are from and their nationality. Put this information with their names on a classroom map, or have students write the names, countries, and nationalities in their books. Expand the drills to include this personal information.

**5.** Have students write four affirmative sentences and two negatives about their partners: *His name is Kenji. He's a student. He isn't on vacation. He's from Tokyo. He's Japanese. He isn't Russian.*

Students can read the stories to their partners. Or you may omit the name and read a story to the class. Have the class guess the student's name.



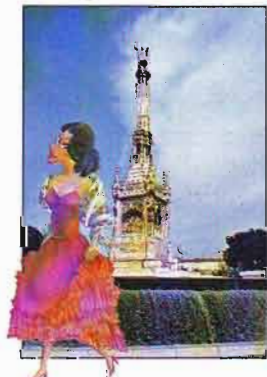
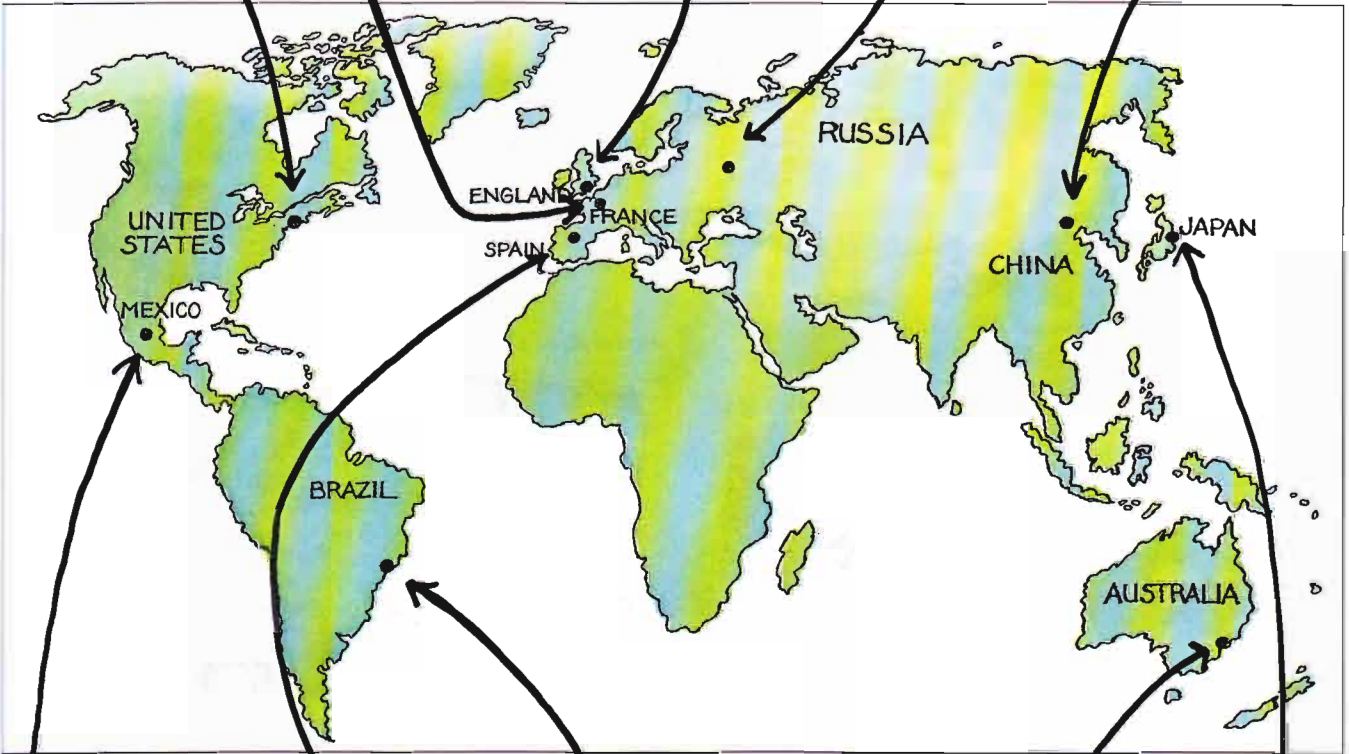
1. He's from New York.  
He's American.

2. She's from Paris.  
She's French.

3. They're from London.  
They're English.

4. . . .  
. . . Russian.

5. . . .  
. . . Chinese.



6. . . .  
. . . Mexican.

7. . . .  
. . . Spanish.

8. . . .  
. . . Brazilian.

9. . . .  
. . . Australian.

10. . . .  
. . . Japanese.



Anna: What is it? Is it a fly?  
 Mike: No, it isn't.  
 Anna: Is it a mosquito?  
 Mike: Uh... Yes. Yes, it is.  
 Anna: Oh, no! It isn't a mosquito, Mike. It's a bee!

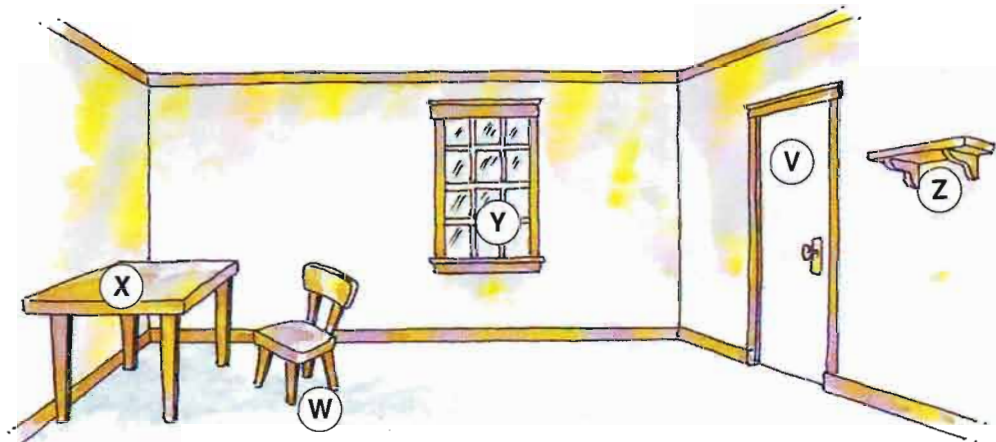


**Exercise 1**

Example:

- a car . . . R . . .
- an egg . . . M . . .

- a glass . . . . .
- a table . . . . .
- a bus . . . . .
- an apple . . . . .
- a purse . . . . .
- a knife . . . . .
- a key . . . . .
- a chair . . . . .
- a train . . . . .
- an iron . . . . .
- a plate . . . . .
- a cup . . . . .
- an umbrella . . . . .
- a window . . . . .
- a watch . . . . .
- a spoon . . . . .
- an orange . . . . .
- a fork . . . . .
- a shelf . . . . .
- a truck . . . . .
- a pen . . . . .
- a door . . . . .
- a lemon . . . . .
- a taxi . . . . .



## Target structures

Indefinite article: *a/an*

What is	it? this? that?	What	are	they? these? those?
---------	-----------------------	------	-----	---------------------------

It	's	a pen.	They	are(n't)	pens.
This	is	an egg.	These		eggs.
That	is(n't)				

Is	it	a pen?	Are	they	pens?
	this	an egg?		these	eggs?
	that			those	

Yes, it is. Yes, they are.

No, it isn't. No, they aren't.

## Vocabulary

The alphabet. Plural forms

fly	A spoon	N apple	cups
mosquito	B knife	O orange	keys
bee	C plate	P lemon	glasses
	D fork	Q taxi	knives
	E glass	R car	clock
	F cup	S bus	radio
	G key	T truck	airplane
	H watch	U train	bed
	I pen	V door	house
	J purse	W chair	towel
	K umbrella	X table	
	L iron	Y window	
	M egg	Z shelf	

Note: This unit may be divided into two lessons, with a break after step 18.

**1.** Briefly review the previous lesson by asking and getting students to ask each other questions.

**2.** Mini-conversation. Focus attention on the picture at the top of the page. Have students cover the conversation. Play the recording or act out the conversation. Hold up your book and point to *fly*, *mosquito*, and *bee* to identify the pictures.

**3.** Listen and repeat the conversation.

**4.** Silent reading of the conversation.

**5.** Pair Work on the conversation.

**6.** Hold up a pen and say:

T: *This is a pen. What is it? It's a pen.*

T: *This is a pen. What is it?*

C: *It's a pen.*

Continue with other objects. Have individual students do the same.

**7.** Point to the window and say:

T: *That's a window. What is it? It's a window.*

T: *That's a window. What is it?*

C: *It's a window.*

Repeat the above procedure with other classroom objects.

**8.** Demonstrate the difference between *this* and *that*. Point to a close object. T: *This is a pen.* Point to a distant object.

T: *That's a window.* Move near the window, and away from the pen. T: *This is a window. That is a pen.* Point to other objects, give cues: *book, door*, etc. Have students respond:

S: *This is a book. That's a door*, etc. Have individual students do the same.

**9.** Using classroom objects, act out:

T: *Is this a pen? Yes, it is. Is this a book? No, it isn't. Is that a window? Yes, it is. Is that a door? No, it isn't. Listen and repeat.* Ask questions using *Is this/that...?* C: *Yes, it is/No, it isn't. Ask him/Ask her/Ask me.*

**10.** Pair Work as in step 9.

**11.** Choose a pair of identical objects near to you.

T: *Look at these. They're pens.*

T: *What are they? They're pens.*

Follow the same procedure with a few pairs of identical objects near to you (books, shoes, jeans, etc.). Have individual students do the same.

**12.** Choose a pair of identical objects away from you.

T: *Look at those. They're windows.*

T: *What are they? They're windows.*

Follow the above procedure with a few pairs of identical objects away from you (lights, chairs, books, pens, etc.). Have individual students do the same.

**13.** Demonstrate the difference between *these* and *those* by choosing a pair of objects close to you and a pair farther away.

T: *These are pens. Those are windows.*

Get individual students to do the same. Give cues if necessary, e.g., *books-lights*:

S: *These are books. Those are lights.*

**14.** Using classroom objects, act out:

T: *Are these pens? Yes, they are. Are these chairs? No, they aren't.*

*Are those books? Yes, they are. Are those books? No, they aren't.*

*Listen and repeat.*

Ask questions using *Are these/those...?* C: *Yes, they are/No, they aren't. Ask him/Ask her/Ask me.*

**15.** Pair Work as in step 14.

**16.** Refer students to pictures A–F. Focus attention on A.

T: *Look at A. A... Repeat! It's a spoon.... Repeat!*

Do the same for B, C, D, E, F.

T: *Look at A... What is it? C: It's a spoon.*

Do the same for B, C, D, E, F.

**17.** T: *Look at A.... Is it a spoon? C: Yes, it is.*

T: *Look at B.... Is it a cup? C: No, it isn't.*

**18.** Pair Work. Act out: *Look at A. What is it? It's a spoon.*

Students do this in pairs for picture group A–F.

### This point could be the end of the first lesson.

**19.** Pictures G–L. Follow the procedure in steps 16–18.

Note: *It's an umbrella.*

**20.** Pictures M–P. Follow the same procedure.

**21.** Pictures Q–U. Follow the same procedure.

**22.** Pictures V–Z. Follow the same procedure.

**23.** Write on the board: *an apple/an egg/an iron/an orange/ an umbrella.*

Point out: *an: a e i o u*

Have students write it in their notebooks.

(continued)

**24. Practice:** Continue:

T: <i>spoon</i>	<i>egg</i>	<i>iron</i>
T: <i>a spoon</i>	<i>pen</i>	<i>purse</i>
T: <i>egg</i>	<i>window</i>	<i>apple</i>
T: <i>an egg</i>	<i>umbrella</i>	
T: <i>spoon</i>	<i>key</i>	
C: <i>a spoon</i>	<i>orange</i>	

**25.** Assign Exercise 1 for written work in class or for homework.

**26.** Ask students to spell words presented in Unit 3A, e.g.,  
 T: *One. Key.* S: *K-E-Y.*  
 T: *Two. Orange.* S: *O-R-A-N-G-E,* etc.

**27.** Refer students to 3B. Focus attention on pictures 1–8 (Exercise 2).  
 T: *Look at picture 1. They're forks.... Repeat.* C: *They're forks.*

**28.** T: *Picture 1. What are they?* C: *They're forks.* Do the same for pictures 2–8.

**29.** Ask questions.  
 T: *Look at 1. Are they forks?* C: *Yes, they are.*  
 T: *Look at 2. Are they glasses?* C: *No, they aren't.*  
 Do the same for pictures 3–8.

**30.** Pair Work. Demonstrate and act out:  
 T: *Look at 1. What are they? They're forks.*  
 Have students do this in pairs for pictures 2–8.

**31.** Aural discrimination. Demonstrate the three plural endings by getting students to listen and repeat. Write on the board:  
 [s] = 1 [z] = 2 [iz] = 3  
 T: *cups = 1; cars = 2; watches = 3*  
 Give cues to which the class responds (in chorus), 1, 2, or 3. Cues: *cups/cars/watches/oranges/forks/chairs/windows/buses/plates.*  
 Repeat the exercise, having volunteers write each word under the correct number.

**32.** Focus attention on Exercise 2. Assign students to write the answers for 2–8 in class or for homework.

**33.** Focus attention on Exercise 3. Go through orally first. Then assign it as written work in class or for homework.

**Suggestions for further activities**

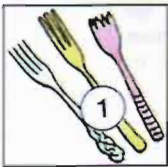
**1.** Game: Letter Bingo. T: *Write down any eight letters of the alphabet.* Dictate letters at random. Students cross them off their lists as they occur. The first student to cross off all eight letters calls out "Bingo!"

**2.** Quiz: Initial letters. Call out letters at random. Students think of a word that begins with each letter, e.g.,  
 T: *One. H.* S: *House.*  
 The answers can be oral and/or written.

**3.** Game: "What is it?" Bring in a bag of small, common household objects which students have learned the names of (e.g., a pen, a spoon). Divide the class into teams. Blindfold a student and pass him/her an object from the bag.  
 T: *What is it?* S: *It's a pen.* T: *No, it isn't.*  
 Students can have three chances and win a point for a correct answer.

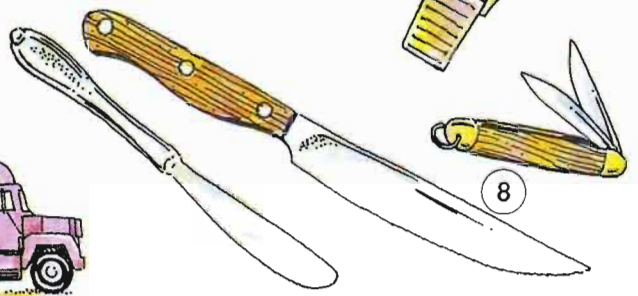
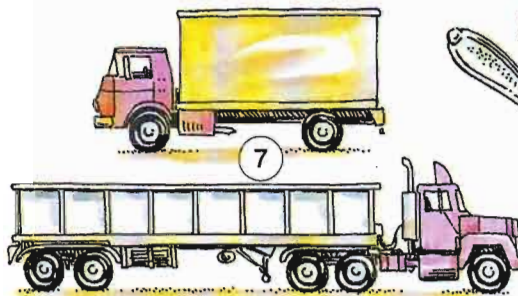
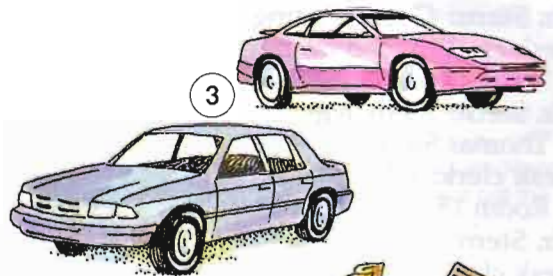
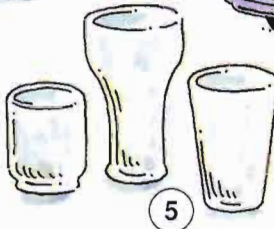
**4.** Quiz: Plurals. Write these scrambled words on the board:  
*arc* (car), *finek* (knife), *wowdin* (window), *curkt* (truck), *richa* (chair), *salgs* (glass), *yek* (key), *chawt* (watch), *sheou* (house), *felsh* (shelf).  
 Students work in pairs to unscramble the words, then write out the words adding the plurals, e.g., car—cars.

## Exercise 2



1. They're forks.
2. . . . .
3. . . . .
4. . . . .
5. . . . .
6. . . . .
7. . . . .
8. . . . .

Use these words:  
 watches  
 cups  
 knives  
 keys  
 trucks  
 cars  
 glasses



## Exercise 3



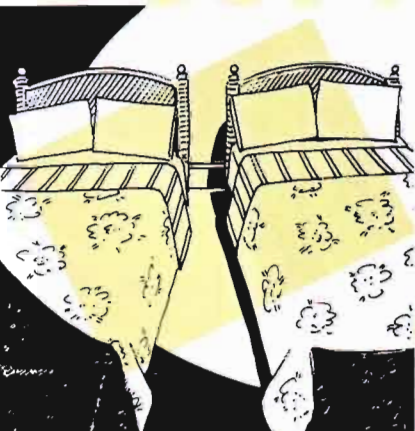
1. What is it?  
It's a clock.



2. What are they?  
They're radios.



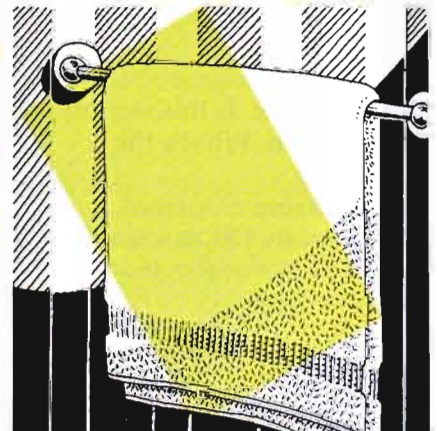
3. . . . .?  
. . . . . airplane.



4. . . . .?  
. . . . . beds.

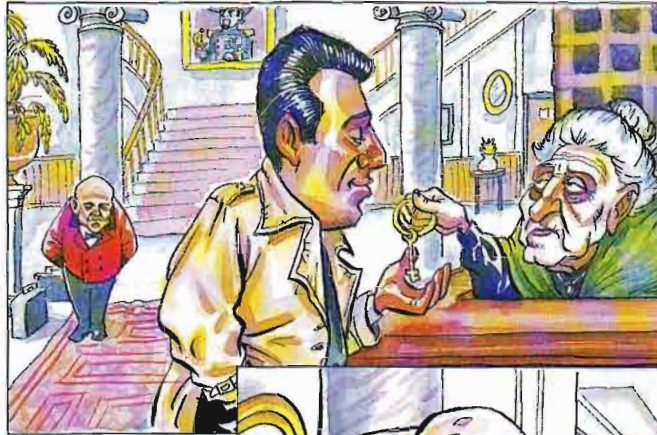


5. . . . .?  
. . . . . houses.

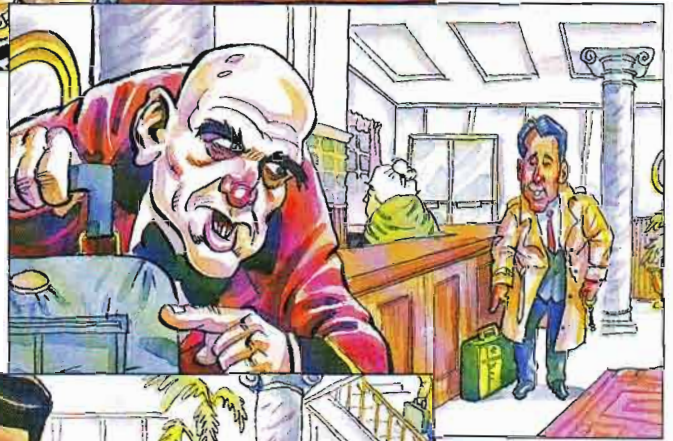


6. . . . .?  
. . . . . towel.

**Mr. Stern:** Good evening.  
**Desk clerk:** Good evening, sir.  
 What's your name?  
**Mr. Stern:** Stern. My name's  
 Thomas Stern.  
**Desk clerk:** Oh, yes, Mr. Stern.  
 Room 15. Here's your key.  
**Mr. Stern:** Thank you.  
**Desk clerk:** You're welcome.



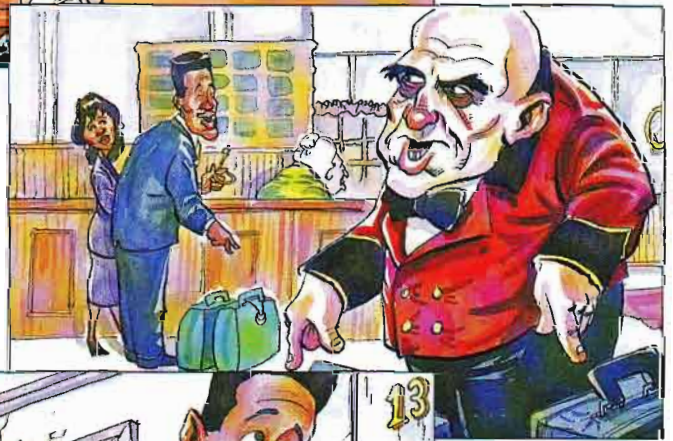
**Bell captain:** Is this your  
 suitcase?  
**Mr. Stern:** No, it isn't.  
**Bell captain:** Oh, is that your  
 suitcase over there?  
**Mr. Stern:** Yes, it is.



**Mrs. Johnson:** Good evening.  
**Desk clerk:** Good evening.  
 What are your names, please?  
**Mrs. Johnson:** Johnson. Mr. and  
 Mrs. Johnson.  
**Desk clerk:** Oh, yes. Here's  
 your key.



**Bell captain:** Are these your  
 suitcases here?  
**Mr. Johnson:** No, they aren't.  
**Bell captain:** Oh, I'm sorry. Are  
 those your suitcases over  
 there?  
**Mr. Johnson:** Yes, they are.



**Mrs. Johnson:** Is this our room?  
**Mr. Johnson:** What's the  
 number?  
**Mrs. Johnson:** Fourteen.  
**Mr. Johnson:** Oh, no. No, it  
 isn't. That's our room—  
 number 13!



### Target structures

What's	my	job?	(I'm) a teacher.
	your		
	his	name?	(My) name's John.
	her		

What are	our	jobs?	We're	teachers.
	your		You're	
	their	names?	They're	
			(Their) names are Mr.	
			and Mrs. Johnson.	

Is this your book	here?	Is that your book	over there?
Are these your books		Are those your books	

### Expressions

Good evening.	over there	You're welcome.
Here's your key.	I'm sorry.	

### Vocabulary

Numbers: 11–24

sir	hotel manager	cook	police officer
room	cashier	housekeeper	flight attendant
suitcase	waiter	bell captain	taxi driver
number	secretary	pilot	mechanic

Note: This unit may be divided into two lessons, with a break after step 31.

- Briefly review the previous lesson.
- Conversation 1. Set up the situation. Focus attention on the picture. Have students cover the text. Play the recording or act out the conversation.
- Listen and repeat Conversation 1.
- Silent reading of Conversation 1.
- Pair Work on the conversation.
- Application.  
Say *My name's (X). What's your name?* to several students. Have students go through the conversation in pairs, substituting their own names. Students may prefer to use both first and last names.
- Conversation 2. Focus attention on the picture. Have students cover the text. Play the recording or act out the conversation.
- Listen and repeat Conversation 2.
- Practice:
 

T: suitcase/here	Continue:
T: Is this your suitcase here?	umbrella/there
T: umbrella/there	purse/here
T: Is that your umbrella there?	glass/there
T: suitcase/here	key/here
C: Is this your suitcase here?	suitcase/there
- Silent reading of Conversation 2.
- Pair Work on the conversation.
- Application.  
T: Is 

this	your	pen	here?
that		book	there?
		etc.	

 C: Yes, it is. No, it isn't. (or No, it's not.)  
Have students do the same in pairs.
- Conversation 3. Focus attention on the picture. Have students cover the text. Play the recording or act out the conversation.
- Listen and repeat Conversation 3.
- Silent reading of Conversation 3.
- Pair Work on the conversation.
- Application. Collect a number of objects from students, then return them, saying, T: *Here's your key.* S: *Thank you.*
- Conversation 4. Focus attention on the picture. Have students cover the text. Play the recording or act out the conversation.
- Listen and repeat Conversation 4.
- Practice:
 

T: suitcases/here	Continue:
T: Are these your suitcases here?	keys/there
T: keys/there	books/there
T: Are those your keys there?	pencils/here
T: suitcases/here	suitcases/there
C: Are these your suitcases here?	pens/here
- Silent reading of Conversation 4.
- Pair Work on the conversation.
- Application. Ask questions:
 

T: Are those your pens there?	S: Yes, they are.
T: Are these your books here?	S: No, they aren't.
	(or No, they're not.)

 Have students do the same in pairs.
- Conversation 5. Focus attention on the picture. Have students cover the text. Play the recording or act out the conversation.
- Listen and repeat Conversation 5.
- Silent reading of Conversation 5.
- Listen and Repeat.
- Pair Work. Review numbers 11–15. Have students go through the conversation in pairs, substituting different numbers.
- Say *Listen. My name's (X).* Use gestures to elicit: *My name's (Y)* from several students. Point at a student. T: *Your name's (Y).* Use gestures to elicit: *Your name's (X)* from several students. Point at a student. T: *His name's (Y). Her name's (Z).* Use gestures to elicit: *His name's (Y). Her name's (Z),* etc. Point at (Y) and (Z) T: *Their names are (Y) and (Z).* Use gestures to elicit: *Their names are (Y) and (Z).* Bring out a student to join you. T: *Our names are (X) and (Y).* Point at pairs of students to elicit: *Our names are (A) and (B),* etc.

(continued)

**30. Application.** Ask questions:T: *What's my/your/his/her name?* S: *My/your/his/her name's* \_\_\_\_\_.T: *What are our/their/your names?* S: *Our/their/your names are* \_\_\_\_\_ *and* \_\_\_\_\_.**31. Role play.** Checking into a hotel. Demonstrate this conversation:A: *Good evening.*B: *Good evening.*A: *What is your name?/What are your names?*B: *Smith.* (Use real names.)A: *Spell it, please.*B: *S-M-I-T-H. Smith.*

Have students work in pairs. Get one or two pairs to demonstrate.

**This point could be the end of the first lesson.****32.** Refer the students to 4B. Focus attention on the picture at the top of the page.T: *Look, listen, and repeat.*13...*She's a hotel manager.*14...*He's a cashier.*15...*They're waiters.*16...*They're cooks.*17...*She's a secretary.*18...*He's a bell captain.*19...*She's a housekeeper.***33.** T: 13. C: *She's a hotel manager.* Do the same for numbers 14–19.**34.** T: *Look, listen, and repeat.*T: 13...*What's her job?*14...*What's his job?*15...*What are their jobs?*16...*What are their jobs?*17...*What's her job?*18...*What's his job?*19...*What's her job?***35.** T: 13. C: *What's her job?* Do the same for numbers 14–19.**36. Pair Work.** Have students ask and answer questions working in pairs. S1: 13. *What's her job?* S2: *She's a hotel manager.* Students do the same in pairs for numbers 14–19.**37.** Assign Exercise 1 as written work in class or for homework.**38.** Focus attention on the second picture (Exercise 2).T: *Look, listen, and repeat.*20...*He's a pilot.*21...*They're flight attendants.*22...*They're police officers.*23...*She's a taxi driver.*24...*He's a mechanic.***39. Pair Work.** T: 20...*What's his job? ... He's a pilot.* Students do the same in pairs for numbers 21–24.**40.** Assign Exercise 2 as written work in class or for homework.**41. Pair Work.** Have students do Exercise 3 orally.**Suggestions for further activities**

**1. Game.** Divide the students into groups. Send one student from each group out of the room. Each group assembles an equal number of different personal possessions into two piles, one close (*this*) and the other farther away (*that*). The students return and ask their group members questions until all the objects are returned to their owners. The members of the group can only answer *yes* or *no*, e.g., S1: *Is this/that your book, Maria?* S2: *No, it isn't.*

S1: *Oh, is this/that your book?* S2: *No, it isn't.*S1: *Is it your book, Yumi?* S2: *Yes, it is.*

The teacher could time each group. The first group to finish is the winner.

**2. Game.** Make ten flash cards which illustrate people's occupations, five men, five women, with one person per card. Show the class each card in turn. Then shuffle the cards, select one, and look at it without showing the class. Students ask questions, e.g., *Is it a man/woman? Is he a pilot? Is he a taxi driver?* etc. Continue until all the cards have been guessed. This game can be played in groups, provided enough cards (at least four per group) are available.



**Exercise 1**

Look at 13.  
What's her job?  
She's a hotel manager.

Look at 14.  
What's his job?  
He's a cashier.

Look at 15.  
What are their jobs?  
They're waiters.

Look at 16.

...?  
...

Look at 17.

...?  
...

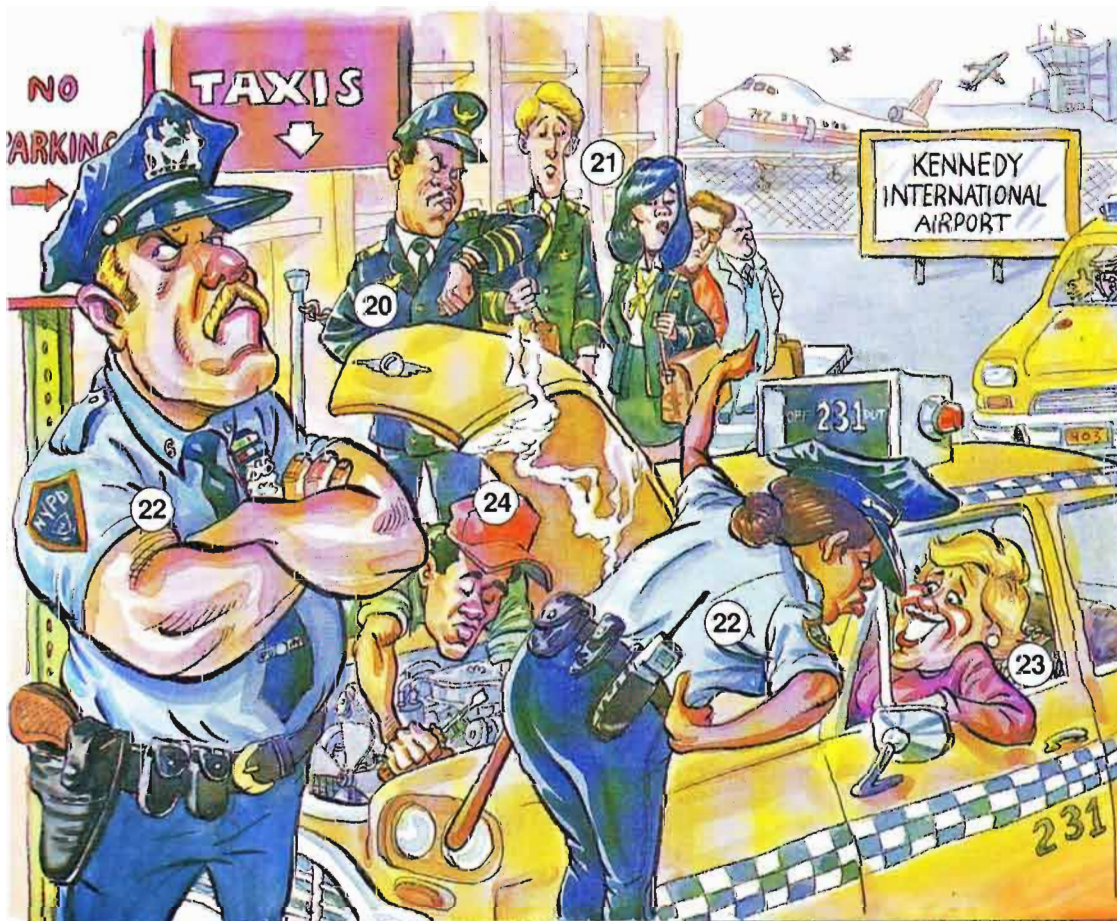
Look at 18.

...?  
...

Look at 19.

...?  
...

Use these words:  
secretary  
cooks  
housekeeper  
bell captain



**Exercise 2**

Look at 20.  
What's his job?  
He's a pilot.

21. ...?  
...

22. ...?  
...

23. ...?  
...

24. ...?  
...

Use these words:  
police officers  
flight attendants  
taxi driver  
mechanic

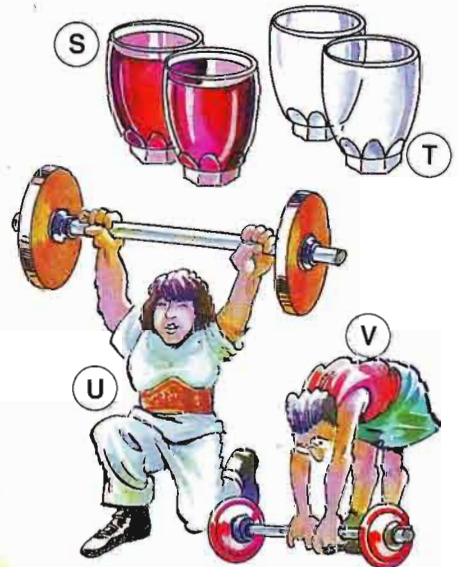
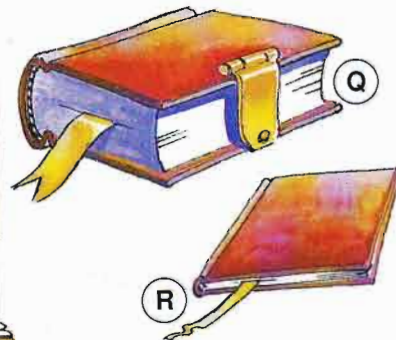
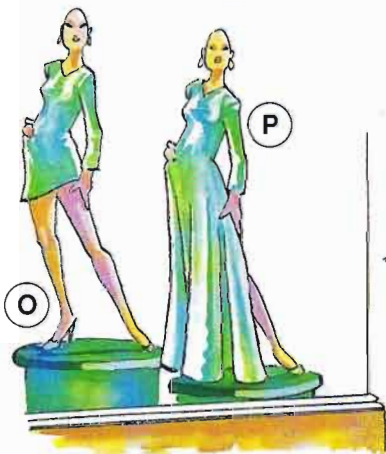
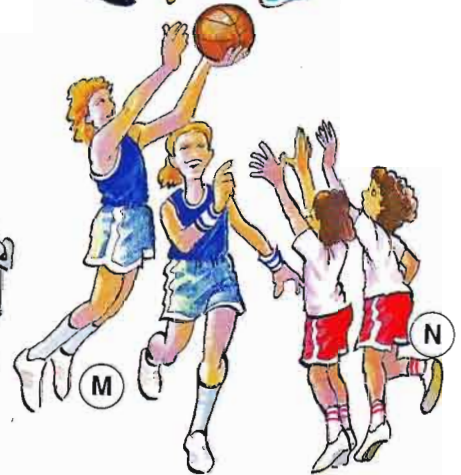
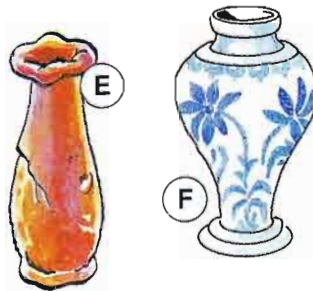
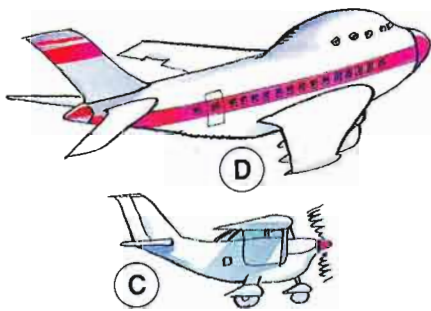
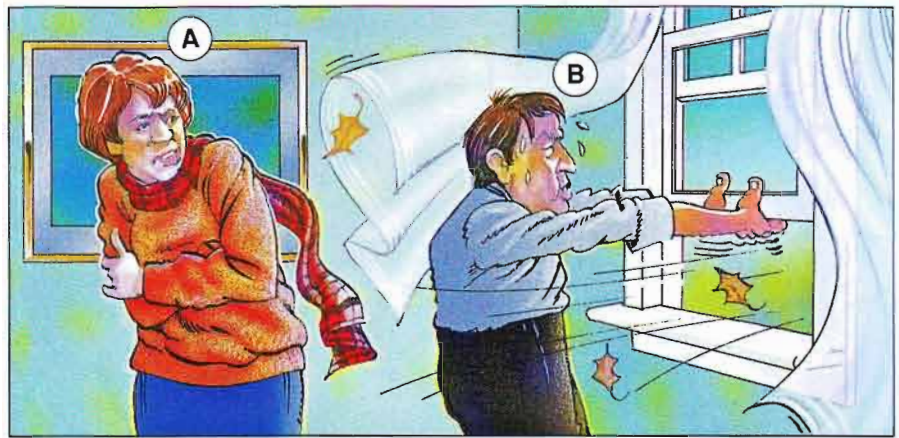
**Exercise 3**

What's your name?  
...

What's your job?  
...



A: Brr!  
 B: Are you cold?  
 A: Yes, I am.  
 B: Well, I'm not. I'm hot!



**Exercise**

Look at C.

Q: Is it big?

A: No, it isn't.

Q: Is it small?

A: Yes, it is.

Use these words:

full/empty

beautiful/ugly

thick/thin

cheap/expensive

strong/weak

long/short

old/new

tall/short

old/young

## Target structures

High-frequency adjectives

*He's cold.*

*He isn't cold. (He's not cold.)*

*Is he cold? Yes, he is/No, he isn't (or No, he's not).*

## Vocabulary

A cold	L expensive	late	plane
B hot	M tall	terrible	vase
C small	N short	angry	man
D big	O short	tired	girl
E ugly	P long	hungry	camera
F beautiful	Q thick	thirsty	woman/women
G old	R thin	good	dress
H young	S full	sad	book
I old	T empty	warm	
J new	U strong		
K cheap	V weak		

Note: This unit may be divided into two lessons, with a break after step 15.

- Briefly review the previous lesson.
- Mini-conversation. Focus attention on the picture at the top of the page. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat the conversation.
- Silent reading of the conversation.
- Pair Work on the conversation.
- Application. Ask questions:  
T: *Are you hot? Are you cold? Ask him/Ask her/Ask me.*  
S: *Yes, I am/No, I'm not.*  
T: *Is he hot? Is she cold?* S: *Yes, he is/No, she isn't. (or No, she's not.)*
- Focus attention on illustrations C and D.  
T: C. *Look at that plane...it's small.... Repeat.*  
T: D. *Look at that plane...it's big.... Repeat.*  
Continue:  
E. *Look at that vase...it's ugly.*  
F. *Look at that vase...it's beautiful.*  
G. *Look at that man...he's old.*  
H. *Look at that girl...she's young.*  
I. *Look at that suitcase...it's old.*  
J. *Look at that suitcase...it's new.*  
K. *Look at that camera...it's cheap.*  
L. *Look at that camera...it's expensive.*  
M. *Look at those women...they're tall.*  
N. *Look at those women...they're short.*  
O. *Look at that dress...it's short.*  
P. *Look at that dress...it's long.*  
Q. *Look at that book...it's thick.*  
R. *Look at that book...it's thin.*  
S. *Look at those glasses...they're full.*  
T. *Look at those glasses...they're empty.*  
U. *Look at that woman...she's strong.*  
V. *Look at that woman...she's weak.*
- T: *Look at C. Is it big? C: No, it isn't (or No, it's not).*  
T: *Is it small? C: Yes, it is.*  
Go through pictures D–V.
- Pair Work. Students practice the conversation in the exercise, referring to the pictures and the adjectives in the list.

10. Practice: Go through D–V in the same way.

T: C.

T: *It's small.*

T: D.

T: *It's big.*

T: C.

C: *It's small.*

11. Pair Work. Students ask each other questions about the pictures.

S1: C....*Is it small?*

S2: *Yes, it is.*

S2: D....*Is it small?*

S1: *No, it isn't (or No, it's not).*

12. Practice the letters of the alphabet, going through the illustrations at random.

T: *It's expensive.*

C: L.

T: *She's strong.*

C: U.

13. Pair Work as in step 11.

14. Application. Use classroom objects to practice the adjectives: *big/small/old/new/cheap/expensive/thick/thin/full/empty.*

T: Is 

my book	old?
your pen	new?
his watch	
her bag	

S: *Yes, it is.*

S: *No, it isn't.*

(or *No, it's not.*)

Ask him/Ask her/Ask me.

15. Have students write conversations for illustrations D–V in class or for homework.

**This point could be the end of the first lesson.**

**16.** Refer students to 5B. Focus attention on the picture of the airport. Play the recording (all six mini-conversations). Students follow the text as they listen.

**17.** Silent reading of the conversations.

**18.** Focus attention on the black-and-white outline version of the picture in the middle of the page. Play conversation A-B again. Say: *Who is A? Who is B?* Have students write *A* and *B* on the outline picture. Check that they understand the task before proceeding.

**19.** Play the remaining five conversations, pausing after each to allow students to write in the letters. Check answers. Ask: *Who is hot/thirsty/tired/angry/sorry?* Elicit the letters for the correct people.

**20.** Play the conversations again. Students listen and repeat. Ask: *What is late/sad/good?* etc. Elicit answers.

**21.** Pair Work on the conversations.

**22.** Questions and Answers. Ask questions to elicit *Yes, he is/No, he isn't* (or *No, he's not*):  
*Look at K. Is he cold? Is he hot?*  
 Ask questions about O, P, G, M, and N, and the book that J is reading.

**23.** Pair Work. Students ask and answer as in step 22.

**24.** Application. Ask questions using adjectives from the conversations:

T: *Are you hungry?* S1: *No, I'm not.*

T: *Is she hungry?* S2: *No, she isn't.*

Continue: *Are they tired? Are you angry? Is he sad? Is this book good? Ask me/Ask him/Ask her, etc.*

**25.** Application.

T: *Tell me about Hawaii.*

S: *It's hot/beautiful, etc.*

Continue with: T: *Tell me about Alaska/a Rolls-Royce car/ New York/Meryl Streep/Robert Redford/your country/a friend* (use other people, places, and objects).

**26.** Assign the exercise in class or for homework.

### Suggestions for further activities

**1.** Use realia and/or pictures of people and objects.

Demonstrate:

T: *Look at this/that man/car.* S: *He's old./It's beautiful.*

T: *Look at these/those pens/women.* S: *They're expensive./ They're tall.*

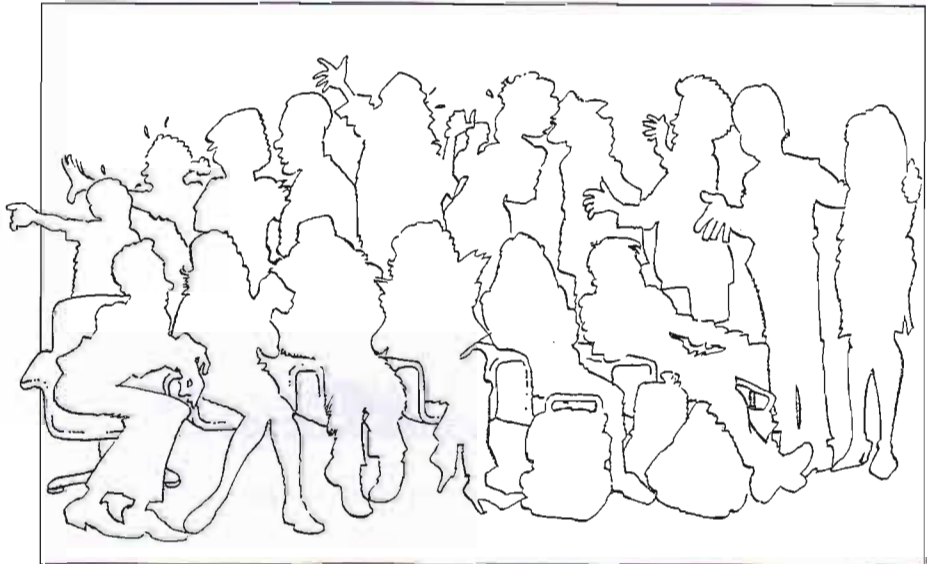
The answers can be oral and/or written. This can also be done in pairs.

**2.** In random order write on the board the words that are listed A-V in the vocabulary list at the start of the teaching notes for this unit. (Note: Some words will appear twice.) Students work in pairs to assemble a list of adjectives and their opposites, e.g., *hot—cold old—new old—young, etc.*



Listen to the conversations.  
Put A, B, C... on the picture  
on the right.

- A: The plane's late.
- B: Yes, it's very late.
- C: Are they tired?
- D: No, they aren't tired. He's hungry and she's thirsty.
- E: They're tired.
- F: Yes, they are.
- G: This is terrible! I'm very angry!
- H: I'm sorry, ma'am.
- I: Is that book good?
- J: Yes, it is. But it's very sad.
- K: Phew! I'm hot!
- L: Yes. That coat's very warm!



**Exercise**



1. It's late.



2. He's



3. She's



4. They're



5. She's



6. She's



7. He's



8. It's

• • • •

• • • •

• • • •

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• • • •

• • • •

• • • •

**Realtor:** This is a nice apartment, Ms. Garcia. Look, here's a floor plan.

**Eva:** Mmm....

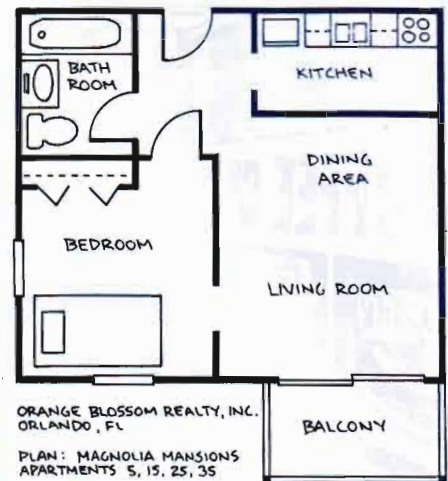
**Realtor:** There's a living room. There's a kitchen, a bedroom, and a bathroom.

**Eva:** Is there a balcony?

**Realtor:** Yes, there is.

**Eva:** And a dining room...is there a dining room?

**Realtor:** No, there isn't a dining room. But there is a dining area in the living room.



**Realtor:** Well, this is the kitchen.

**Eva:** Oh, it's very small.

**Realtor:** Yes, it isn't very large. But there's a stove, a refrigerator, and a space for a dishwasher. There are some cabinets, and...um...there's a small shelf under the sink.

**Eva:** Are there any windows in the bathroom?

**Realtor:** No, there aren't. But there are two large windows in the bedroom.

**Eva:** Good. It's a very nice apartment. Uh, where is the bathroom?



### Exercise 1

sofa

*There's a sofa in the living room.*

VCR

*There isn't a VCR in the living room.*

Write sentences with:

1. telephone
2. chair
3. rug
4. coffee table

### Exercise 2

books

*There are some books on the shelf.*

cups

*There aren't any cups on the shelf.*

Write sentences with:

1. glasses
2. compact discs
3. magazines
4. videocassettes

### Exercise 3

telephone/coffee table?

*Is there a telephone on the coffee table?*

books/shelf

*Are there any books on the shelf?*

Write questions with:

1. radio/shelf
2. bottles/coffee table
3. compact discs/coffee table

### Exercise 4

Where are the compact discs?

*They're on the coffee table.*

Where's the rug?

*It's in the living room.*

Answer the questions:

1. Where's the television?
2. Where are the glasses?
3. Where are the books?
4. Where's the sofa?

### Target structures

There	's	a stove.
	isn't	an apple.
	is not	
	are	some cups.
	aren't	any glasses.
	are not	

Is there a stove? Yes, there is./No, there isn't.

Are there any cups? Yes, there are./No, there aren't.

Where	is it?	It's	in	the refrigerator.
	are they?	They're	on	
			under	

### Expressions

Good. Here's a... Well, ...

### Vocabulary

apartment	refrigerator	compact disc
floor plan	(a) space	magazine
living room	dishwasher	videocassette
kitchen	cabinet	bottle
bedroom	sink	television
bathroom	sofa	
balcony	VCR	large
dining room	telephone	nice
(dining) area	rug	
stove	coffee table	under
living room		

1. Briefly review the previous lesson.

2. Conversation 1. (The first part, from *This is...* to *in the living room.*) Set up the situation. Focus attention on the top pictures. Have students cover the conversation. Play the recording or act out the conversation.

3. Listen and repeat Conversation 1.

4. Practice:

T: *living room*

T: *There's a living room.*

Continue: *kitchen/bedroom/bathroom/dining area*

5. Practice:

T: *In the classroom, there isn't a telephone.*

T: *telephone*

T: *There isn't a telephone.*

T: *radio*

T: *There isn't a radio.*

T: *telephone*

C: *There isn't a telephone.*

Continue:

*radio*

*television*

*bathroom*

*kitchen*

*balcony*

6. Application. T: *In the apartment, there's a kitchen.... Repeat.*

*There isn't a radio.... Repeat.* T: *In your house...kitchen.* S: *There's a kitchen or There isn't a kitchen.* Give cues: *telephone/bathroom/balcony/radio*, etc.

7. Practice:

T: *living room*

C: *Is there a living room?*

Continue: *garden/kitchen/balcony/telephone/bathroom*

8. Silent reading of Conversation 1.

9. Ask questions about Conversation 1.

T: *Is there a living room?*

C: *Yes, there is.*

T: *Is there a telephone?*

C: *No, there isn't, etc.*

10. Pair Work. Students ask and answer as in step 9.

11. Conversation 2 (the second part). Set up the situation. Focus attention on the picture of the kitchen. Have students cover the conversation. Play the recording or act out the conversation.

12. Listen and repeat Conversation 2.

13. Practice:

T: *In the classroom, there are some windows.*

T: *windows*

T: *There are some windows.*

T: *cabinets*

T: *There are some cabinets.*

T: *windows*

C: *There are some windows.*

Continue:

*cabinets*

*knives*

*forks*

*plates*

*glasses*

14. Point to the picture of the kitchen. T: *In the kitchen, there aren't any eggs.*

T: *eggs*

T: *There aren't any eggs.*

Continue: *spoons/oranges/apples/towels/lemons*

15. Application. T: *In the kitchen...there are some cabinets....*

*Repeat. There aren't any towels.... Repeat.*

T: *In the classroom...chairs.* C: *There are some chairs.*

T: *glasses.* C: *There aren't any glasses.*

Give cues: *pens/knives/books/forks/students/spoons/towels.*

16. Practice:

T: *glasses*

C: *Are there any glasses?*

Continue: *eggs/knives/oranges/cabinets/forks*

17. Silent reading of Conversation 2.

18. Ask questions about the picture of the kitchen:

T: *Are there any cabinets?*

C: *Yes, there are.*

T: *Are there any eggs?*

C: *No, there aren't, etc.*

19. Pair Work using questions and answers as in 18.

20. Application. T: *Ask me about my apartment/kitchen.*

T: *television*

S: *Is there a television?*

T: *glasses*

S: *Are there any glasses?*

Give cues if necessary. Then have students ask each other about their homes.

21. T: *Look at the picture of the kitchen and listen.*

T: *There's a refrigerator.*

Continue:

T: *Oh, where is it?*

*There are some cabinets.*

T: *There are some cabinets.*

*There's a stove.*

T: *Oh, where are they?*

*There's a sink.*

T: *There's a refrigerator.*

C: *Oh, where is it?*

22. Ask questions:

T: *Where's the stove?*

S: *It's in the kitchen.*

T: *Where's the shelf?*

S: *It's under the sink.*

Now indicate classroom objects and ask questions:

T: *Where are your books?*

S: *They're on my desk.*

T: *Where's your bag?*

S: *It's under my chair, etc.*

Move classroom objects, to elicit *in/on/under*.

23. Pair Work using questions and answers as in 22.

24. Focus attention on the living room. Do exercises 1-4 orally. Assign them for written work in class or for homework.

See **Suggestions for further activities** on page 93.

**Expressions**

*There you go.*

*Thanks.*

*How much is that?*

*Could you pass the (salt), please?*

*Sure.*

*Here you are.*

*Could I have (your phone number), please?*

*Very funny.*

*OK.*

**Vocabulary**

<i>cola</i>	<i>mustard</i>	<i>regular</i>
<i>diet cola</i>	<i>phone number</i>	
<i>orange soda</i>	<i>phone book</i>	
<i>lemon/lime soda</i>	<i>last name</i>	
<i>lemonade</i>	<i>bread</i>	
<i>tea</i>	<i>milk</i>	
<i>salt</i>	<i>salad dressing</i>	
<i>pepper</i>	<i>straw</i>	
<i>ketchup</i>	<i>sweetener</i>	

Numbers: 30/40/50/60/70/80/90

- Briefly review the previous lesson.
- Conversation A-B. Set up the situation. Focus attention on the picture. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat Conversation A-B.
- Practice:
 

T: <i>A cola. There you go.</i>	Continue:
T: <i>Thanks. How much is that?</i>	<i>diet cola</i>
T: <i>A diet cola. There you go.</i>	<i>orange soda</i>
T: <i>Thanks. How much is that?</i>	<i>lemon soda</i>
T: <i>A cola. There you go.</i>	<i>lemonade</i>
C: <i>Thanks. How much is that?</i>	<i>coffee</i>
	<i>tea</i>
- Focus attention on Conversation A-B. The students look at the picture and listen. Play the recording or act out the conversation.
- Silent reading of Conversation A-B.
- The teacher takes the part of A. The class in chorus takes the part of B. Go through the conversation. Then the teacher takes the part of B. The class in chorus takes the part of A. Go through the conversation.
- Pair Work on the conversation.
- Write on the board:  
13, 14, 15, 16, 17, 18, 19, 20  
30, 40, 50, 60, 70, 80, 90.  
Say: *Listen and repeat.* Go through the list. Point at numbers at random and get the class to say the number in chorus, and then individually. Have students practice discriminating between numbers that sound similar, such as 13/30, 14/40, etc. (Note: Money will be dealt with in Unit 11.)
- Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. Students do the same in pairs, using the cues in the book.
- Conversation C-A (the first one only). Follow the same procedure as for Conversation A-B but include steps 12 and 13.

12. Practice:

T: *salt*

T: *Could you pass the salt, please?*

T: *pepper*

T: *Could you pass the pepper, please?*

T: *salt*

C: *Could you pass the salt, please?*

Continue:

*pepper*

*ketchup*

*mustard*

*sugar*

*cream*

13. Pass objects to students saying, *Here you are* or *There you go*. Get them to pass objects to other students and use these two expressions. (Explain that either *There you go* or *Here you are* can be used.)

14. Conversation C-A (the second one). Follow the same procedure as for Conversation A-B, but include steps 15 and 16.

15. Write a list of phone numbers on the board. Go through the list. Point at numbers at random and get the class to say the number in chorus, and then individually. Explain that zero (0) in phone numbers is usually pronounced "oh." Two zeros at the end of a phone number is said as "oh-oh" or "hundred," as in "seven-three" (or "seventy-three") "hundred."

16. T: *Could I have your phone number, John?*

S: *475-2490.*

Have students circulate around the class, asking for each other's phone numbers. Note: They can use imaginary phone numbers if they wish.

17. Focus attention on the substitution conversation under *Make conversations*. Select a student and act out a conversation. Select another student and act out another conversation, choosing different sentences. Explain that the pairs of sentences have the same meaning.

18. Pair Work. Students act out conversations using the cues.

19. Students write out a conversation using the substitution conversation, in class or for homework.

**Suggestions for further activities**

1. Pair Work. Take several items like these into the classroom: salt and pepper shakers, a sugar bowl, a bottle of ketchup, etc. Have students role play conversation C-A to practice passing each other things politely.

2. Write on the board or distribute a simple fast-food outlet price list. Students practice ordering, inquiring about price, and paying for drinks.

3. Distribute copies of a page from a phone book or any other alphabetical phone listing. Call out a name from the page. Students give you the number. Continue as pair work. Spelling practice could also be done with this.

4. Game: Bingo. Ask students to write down ten numbers between 1 and 99. As you call out numbers, the students check their own lists. The first one to cross off all ten numbers calls "Bingo!" and is the winner.

A: Hi. A cola, please.  
 B: Regular or large?  
 A: Regular, please.  
 B: There you go.  
 A: Thanks. How much is that?  
 B: \$1.15.  
 A: Thank you.  
 B: You're welcome.

	REG.	LARGE
COLA	\$1.15	\$1.50
DIET COLA		
ORANGE SODA		
LEMON/LIME SODA		
LEMONADE	\$1.50	\$2.50
COFFEE, TEA		\$1.15



C: Could you pass the salt, please?  
 A: Sure. Here you are.  
 C: Thanks.  
 A: And the pepper?  
 C: No, thanks.



C: Could I have your phone number?  
 A: It's in the phone book.  
 C: What's your last name?  
 A: It's in the book, too.  
 C: Very funny.  
 A: OK. It's 639-7701.

836-6809  
 356-8022  
 296-2837  
 549-6244  
 688-2119  
 679-7300  
 639-7701



Make conversations:

**Student 1:**

Could you	pass	(the bread)?
Could I	have	

**Student 2:**

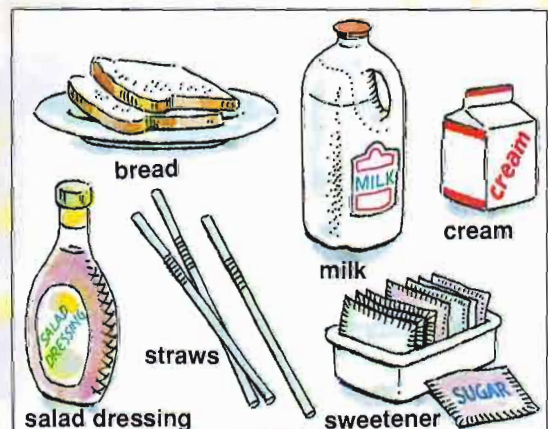
There	you	go.
Here		are.

**Student 1:**

Thank you.
Thanks.

**Student 2:**

You're welcome.
That's OK.







Listen. Find the people in the picture.

How do you do? My name's Tiffany Gonzales, and I'm a flight attendant for Air USA. This is my uniform—a blue skirt, a pink blouse, and a black jacket. It's very stylish.

Carlos da Silva is a soccer player for Brazil. His shirt is yellow and green, and his shorts are blue and white.

Hi there. I'm Brian...and I'm Diane. We're lifeguards at Bay Beach. Our uniforms aren't very stylish—white shorts, orange T-shirts, and green caps.

Adriana Papadopolos is a fire fighter in a small town in Kansas. Her jacket is red, her hat is brown, her pants are gray, and her boots are yellow.

Brandon Timmons and Jason Davis are baseball players for the Bayport Seagulls. Their pants are white, and their shirts are black and orange.

### Exercise 1

Who's this?  
It's Carlos da Silva.  
He's a soccer player.

Who are they?  
They're lifeguards. Their names are Brian and Diane.

### Exercise 2

What color is her blouse?  
It's pink.

What color are his pants?  
They're white.

### Exercise 3

Ask and answer about students in your class:

What color's his shirt?  
What color's her dress?  
What color are their shoes?

### Exercise 4

Describe these people.  
Use these words:  
cape/tights/dress/apron/boots/mask



## Target structures

Who	is it?	It's	Tom.	He's	a doctor.
	's this?		me.	She's	
	's that?		my wife.		

What color	is it?	It's	blue.
	are they?	They're	

My	jacket	is	brown.
Your		's	
His			
Her			
Their			

They're Adriana's boots.	They're Brian's and Jason's shirts.
It's Carlos' shirt.	It's Brian and Jason's apartment.

## Expressions

How do you do?	My name's....	Hi there.
----------------	---------------	-----------

## Vocabulary

uniform	boots	lifeguard	orange
skirt	shirt	fire fighter	white
blouse	(a) top	soccer player	green
jacket	(a) dress	baseball player	red
shorts	shoes		gray
T-shirt	cape	town	yellow
cap	tights		brown
hat	apron	blue	
pants	mask	pink	stylish
		black	

1. Briefly review the previous lesson.

2. Focus attention on the picture. Have students cover the text. Write the names of the seven people on the board: 1. Tiffany Gonzalez 2. Brian and Diane 3. Brandon Timmons and Jason Davis 4. Carlos da Silva 5. Adriana Popodopolos. Explain the task. Students should listen and find the people in the picture. They can write numbers 1-5 on the picture.

3. Play the recording or read the text. Students complete the task. If necessary, play the recording again.

4. Silent reading of the text. Students check answers.

5. Pretend that you have forgotten students' names.

T: *Who's that?* C: *It's Maria. She's a student.*

Ask several questions. Then get the students to test your memory of their names by asking: *Who's that? Who's this?*

6. Pair Work. Students test each other's memory of their classmates' names by asking: *Who's this? Who's that?*

7. Application. Ask students to show you pictures of their family or friends, or use pictures of famous people on flash cards (pictures cut from newspapers or magazines).

T: *Who's this? Who's that?* S: *It's my son/wife/the president, etc.*

8. Leave the room, reenter, and role play a stranger.

T: *I'm a new teacher.*

Introduce yourself to a student.

T: *How do you do? My name's....*

S: *How do you do? My name's....*

Get students to introduce you to other members of the class by saying: *This is (X). She's a student.* X then says, *How do you do?* and shakes hands.

9. Refer students to Exercise 1 and go through it orally.

Students make sentences about all the people in the picture. Assign the exercise for written work.

10. Focus attention on the illustration again.

T: *Look at Tiffany Gonzalez...Her skirt's blue...Repeat!*

T: *Her blouse is pink...Repeat!*

T: *Her jacket is black...Repeat!*

Do the same with the other people.

11. Ask questions to elicit: *Her skirt's blue, etc.*

T: *Tiffany Gonzalez: What color's her skirt?/What color's her blouse?/What color's her jacket?*

Brian and Diane: *What color are their shorts/T-shirts/caps?*

Adriana: *What color's her jacket/hat?/What color are her pants/boots?*

Carlos: *What color's his shirt?/What color are his shorts?*

Brandon and Jason: *What color are their pants/shirts?*

12. Practice:

T: *Look at Tiffany Gonzalez. Look at her skirt.*

T: *Look at Tiffany Gonzalez's skirt.*

T: *Look at Brian and Diane. Look at their shorts.*

T: *Look at Brian's and Diane's shorts.*

T: *Look at Tiffany Gonzalez. Look at her skirt.*

C: *Look at Tiffany Gonzalez's skirt.*

Note: Write *Brian's pants, Carlos' shorts, and Tiffany Gonzalez's blouse* on the board. Point out that traditionally only the apostrophe is used for possession when the word ends in an s or z sound. This is changing (*Carlos' or Carlos's*).

Continue:

*Look at Brian and Diane. Look at their shorts.*

*Look at Adriana. Look at her jacket.*

*Look at Carlos. Look at his shorts.*

*Look at Brandon and Jason. Look at their shirts.*

*Look at Tiffany Gonzalez. Look at her blouse.*

13. Practice:

T: *Tiffany's skirt.*

T: *What color's Tiffany's skirt?*

T: *Brian's and Diane's caps.*

T: *What color are Brian's and*

*Diane's caps?*

T: *Tiffany's skirt.*

C: *What color's Tiffany's skirt?*

Continue:

*Brian's and Diane's caps.*

*Adriana's hat.*

*Carlos' shorts.*

*Brandon's and Jason's pants.*

*Tiffany's jacket.*

*Adriana's boots.*

*Brian's T-shirt.*

14. Pair Work. Refer students to Exercise 2. Go through it orally. In pairs, students ask and answer about the people in the picture. Assign the exercise for written work in class or for homework.

15. Refer students to Exercise 3. Go through it orally.

Explain *shoes* and *dress*. Students ask and answer about other students in the class. Get them to practice both forms: *What color's Paul's shirt?* and *What color's his shirt?*

16. Refer students to Exercise 4. Use the picture to explain *cape, tights, apron, and mask*. Ask a student to choose one of the people and describe him/her. Give help if necessary.

17. Pair Work. Students describe one of the people in the picture. Their partners guess who they're describing. For homework ask students to write a short paragraph about one of the characters in the picture in Exercise 4.

See **Suggestions for further activities** on page 93.

**Target structures**

*Whose (car) is it?* *It's John's (car).*  
*Whose (keys) are they?* *They're Mrs. Smith's (sunglasses).*

**Expression**

*Wow!*

**Vocabulary**

<i>boss</i>	<i>husband</i>	<i>rich</i>
<i>backpack</i>	<i>father</i>	<i>poor</i>
<i>sunglasses</i>	<i>wife</i>	
<i>jeans</i>	<i>mother</i>	
<i>cowboy boots</i>	<i>son</i>	
<i>sneakers</i>	<i>brother</i>	
<i>bicycle</i>	<i>daughter</i>	
	<i>sister</i>	

- Briefly review the previous lesson.
- Conversation. Focus attention on the picture. Have students cover the conversation. Set up the situation. Play the recording or act out the conversation.
- Listen and repeat the conversation.
- Practice:
 

T: <i>It's a Cord.</i>	Continue: <i>It's a Honda.</i>
T: <i>It's American.</i>	<i>It's a Fiat.</i>
T: <i>It's a Honda.</i>	<i>It's a Renault.</i>
T: <i>It's Japanese.</i>	<i>It's a Mercedes.</i>
T: <i>It's a Cord.</i>	<i>It's a Rolls-Royce.</i>

 C: *It's American.*
- Practice:
 

T: <i>car</i>	Continue: <i>keys</i>
T: <i>Whose car is it?</i>	<i>umbrella</i>
T: <i>keys</i>	<i>pens</i>
T: <i>Whose keys are they?</i>	<i>books</i>
T: <i>car</i>	<i>coat</i>

 C: *Whose car is it?* *purse*
- Silent reading of the conversation.
- Questions and Answers.
 

T: *What's his name?*  
*What's her name?*  
*Is it a Rolls-Royce or is it a Cord?*  
*Is it an American car or is it an English car?*  
*What color is it?*  
*Is it Erica's car?*  
*Whose car is it?*  
*Is Jessica Montana her teacher?*  
*Who is she?*  
*Is she rich or is she poor?*
- Pair Work on the conversation. Students ask and answer questions as in step 7.
- Application. Indicate an object belonging to a student.
 

T: <i>Whose pen is it?</i>	C: <i>It's (Yoshi's) pen.</i>
T: <i>Whose books are they?</i>	C: <i>They're (Maria's) books, etc.</i>

 Ask him/Ask her/Ask me.
- Pair Work as in step 9.
- Go through Exercises 1, 2, and 3. Assign exercises orally first, then assign the exercises for written work in class or for homework.

**12.** Game. Have three students take their book bags outside the room. Have each student give you three or four items. Return to the classroom where other students ask questions until they find out who owns each of the items, e.g., T: *Whose pen is this? Ask me.* S: *Is it Maria's pen?* etc. This can be continued as group work.

**13.** Focus attention on the main illustration. Ask questions: T: *What color's the car? Whose car is it? What color's the bicycle? Whose bicycle is it?* etc. Have individual students ask questions.

**14.** Pair Work. Ask and answer questions as in step 13.

**15.** Focus attention on the picture of Dick, Anne, John, and Sue.

T: *Look at Dick. He's Anne's husband.... Repeat.*

*He's John's father.... Repeat.*

Go through the text in the same way.

**16.** Have students respond.

T: *Look at John.* C: *He's Anne and Dick's son, etc.*

**17.** Pair Work. Get students to respond to each other:

S1: *Look at Anne.* S2: *She's Dick's wife, etc.*

**18.** T: *Whose husband is Dick?*

S: *He's Anne's husband.*

T: *Whose daughter is Sue?*

S: *She's Dick and Anne's daughter, etc.*

**19.** Pair Work. Students ask each other questions as in step 18.

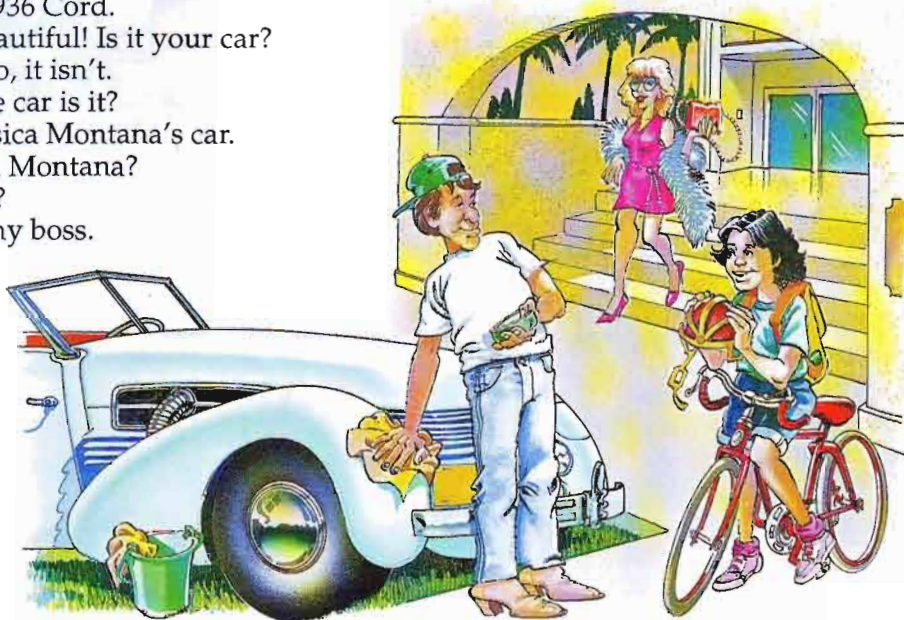
**20.** Draw a family tree, which can be real or imaginary, on the board. Ask questions about it, e.g., T: *Who's John?* S: *He's Robert's father.* T: *Whose son is Robert?* S: *He's John's son, etc.*

**Suggestions for further activities**

**1.** Pair Work. Students draw a simple family tree for their partners by asking questions, e.g., *What's your mother's name?*

**2.** Give one student a name card (*Bob*) and name cards for his spouse and children, whom he selects from class members. Ask questions and have students ask questions like those in steps 18–20.

Dan: Hi there, Erica.  
 Erica: Hello, Dan. Wow! What's that?  
 Dan: It's a 1936 Cord.  
 Erica: It's beautiful! Is it your car?  
 Dan: No...no, it isn't.  
 Erica: Whose car is it?  
 Dan: It's Jessica Montana's car.  
 Erica: Jessica Montana?  
 Who's she?  
 Dan: She's my boss.



**Exercise 1**

Who is it? It's Erica.  
 Write sentences for B and C.

**Exercise 2**

1. What is it? It's a backpack.  
 2. What are they?  
 They're sunglasses.  
 Write sentences for 3-12.

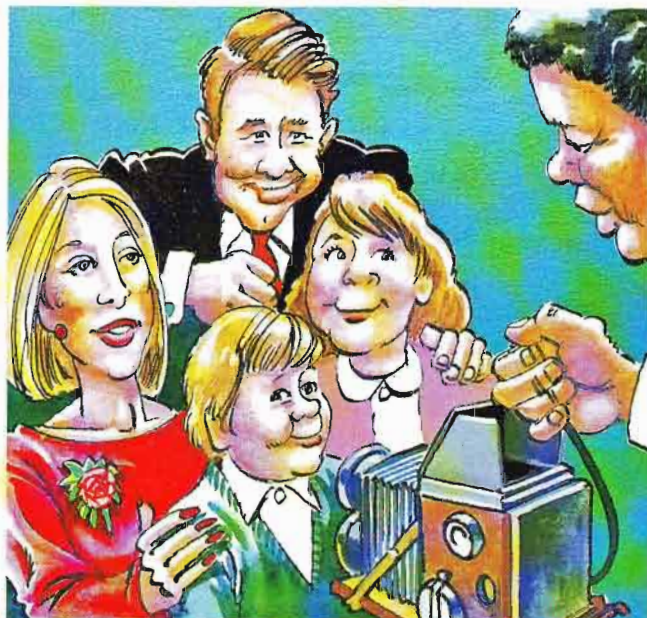


**Exercise 3**

1. Whose backpack is it?  
 It's Erica's backpack.  
 2. Whose sunglasses are they?  
 They're Jessica's sunglasses.  
 Write sentences for 3-12.

**Look at this:**

Look at Dick.  
 He's Anne's husband.  
 He's John's father.  
 Look at Anne.  
 She's Dick's wife.  
 She's Sue's mother.  
 Look at John.  
 He's their son.  
 He's Sue's brother.  
 Look at Sue.  
 She's their daughter.  
 She's John's sister.



Steve: Kelly! Where's the oil?

Kelly: What?

Steve: Where's the oil? There isn't any oil in the cabinet.

Kelly: There's some oil right there...in the bottle on the shelf.

Steve: OK. Sorry.

*There's some oil in the bottle.*

Write sentences with:

- oil/bottle      sugar/bowl
- water/pitcher      honey/jar
- rice/box      milk/glass

Steve: Are there any onions?

Kelly: Sure.

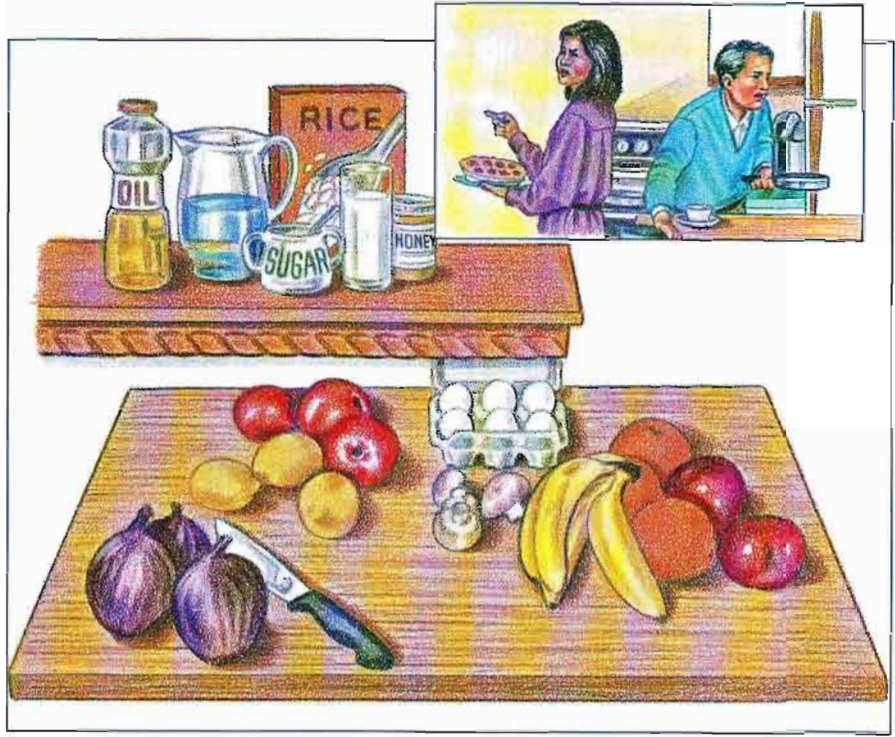
Steve: Where are they?

Kelly: They're right here. There are some on the table.

*There are some onions on the table.*

Make conversations with:

- apples/lemons/bananas/eggs/
- oranges/tomatoes/mushrooms



There isn't anything in the refrigerator.

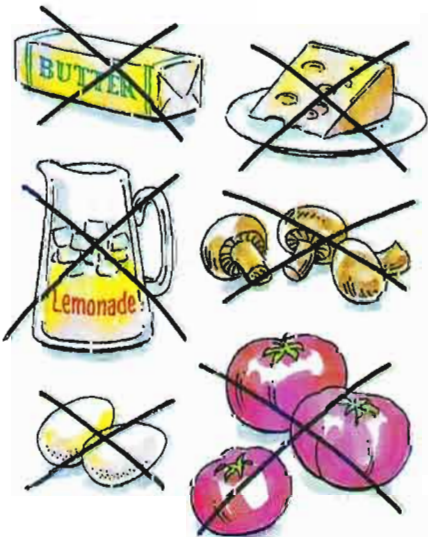
It's empty!

There isn't any butter.

There aren't any tomatoes.

Write sentences with:

- cheese/mushrooms/eggs/lemonade



Q: Is there any cheese in the refrigerator?

A: Yes, there is.

Q: Are there any eggs in the refrigerator?

A: Yes, there are.

Q: Is there any butter in the refrigerator?

A: No, there isn't.

Q: Are there any tomatoes in the refrigerator?

A: No, there aren't.

Write questions and answers with:

- milk/salad dressing/
- mushrooms/lemons

**Exercise**



bread

A: There's some bread in the freezer.

B: How much is there?

A: There's a lot.

Write conversations with:

ice cream

meat

hamburgers

A: There are some hamburgers in the freezer.

B: How many are there?

A: There are a lot.

Write conversations with:

peas

pizzas

### Target structures

There *is* some water in the pitcher.  
There *isn't* any

Is there any water? Yes, there is.  
No, there isn't.

How much (water) is there? There's a lot.

There *are* some apples in the refrigerator.  
There *aren't* any

Are there any apples in the refrigerator? Yes, there are.  
No, there aren't.

How many (apples) are there? There are a lot.

### Vocabulary

oil	butter	pitcher	anything
water	cheese	box	empty
rice	ice cream	bowl	a lot
honey	meat	jar	
onion	hamburger	freezer	
banana	peas		
tomato	pizza		
mushroom			

1. Briefly review Unit 6.

2. Conversation 1. Focus attention on the shelf in the picture. Have students cover the text. Set up the situation. Play the recording or act out the conversation.

3. Listen and repeat the conversation.

4. Practice:

T: oil...bottle

C: There's some oil in the bottle.

Continue: sugar...bowl/milk...glass/water...pitcher/honey...jar/rice...box

5. Silent reading of Conversation 1.

6. Focus attention on the example sentence and the cues below Conversation 1. T: Tell me about the picture. C: There's some oil in the bottle.

7. Conversation 2. Focus attention on the table in the picture. Have students cover the text. Play the recording or act out the conversation.

8. Listen and repeat the conversation.

9. Practice:

T: onions

C: There are some onions on the table.

Continue: eggs/oranges/bananas/lemons/apples

10. Silent reading of Conversation 2.

11. Focus attention on the example sentence and the cues below Conversation 2. T: Tell me about the picture (as in step 6).

12. Write these two lists on the board:

||||| milk/sugar/oil/water/honey/rice

||||| apples/eggs/oranges/bananas/lemons/onions

T: Look, listen, and repeat: There's some milk....There are some apples. Go through the lists. Explain that we can count one, but not the other.

13. Practice:

T: apples

C: There are some apples.

T: rice

C: There's some rice.

Continue: eggs/oranges/milk/lemons/water

14. Focus attention on the picture of the empty refrigerator. Read the text. Students repeat after you.

15. Practice:

T: butter

C: There isn't any butter.

T: tomatoes

C: There aren't any tomatoes.

Continue: cheese/mushrooms/eggs/lemonade/milk/lemons

16. Repeat step 15 to elicit:

There's no butter/There are no tomatoes.

17. Silent reading of the text.

18. T: Tell me about the refrigerator. (Students use the cues.)

C: There isn't any butter. There aren't any tomatoes, etc.

19. Focus attention on the second refrigerator. Read the text. Have students repeat after you.

20. Practice:

T: cheese

C: Is there any cheese in the refrigerator?

Continue: eggs/butter/tomatoes/mushrooms/milk/lemons/salad dressing

21. Silent reading of the text.

22. Focus attention on the second refrigerator.

T: Is there any cheese? Are there any eggs?

C: Yes, there is/No, there isn't. Yes, there are/No, there aren't.

Extend this practice to the picture at the top of the page.

23. Application:

T: In my kitchen, there's a refrigerator. Ask me some questions.

Give cues if necessary. Ask him/her/each other.

24. Focus attention on the freezer. Act out the first mini-conversation. Listen and repeat.

25. Practice:

T: There's some bread.

C: Oh, how much is there?

Continue with rice/cheese/meat/water/milk/oil.

26. Focus attention on the freezer. Act out the second mini-conversation. Listen and repeat.

27. Practice:

T: There are some hamburgers.

C: How many are there?

Continue with peas/pizzas/hamburgers, etc.

28. Practice:

T: There's some butter.

C: How much is there?

T: There are some hamburgers.

C: How many are there?

Continue with rice/peas/cheese/pizzas/meat, etc.

29. Practice:

T: How much butter is there?

C: There's a lot.

T: How many peas are there?

C: There are a lot.

Continue with pizzas/meat/hamburgers/ice cream, etc.

30. Assign the exercise as written work for homework.

See **Suggestions for further activities** on page 93.

**Target structures***I'd like the/a (menu).**I'd like some (soup).**Which (vegetables) would you like?***Expression***Certainly***Vocabulary**

Numbers: 21–99

menu	sole	rare	dollar(s)
soup	ham	medium	cent(s)
steak	omelette	well-done	
vegetable	carrot	fried	with
potato	green bean	stuffed	
salad	broccoli	roast	all
vinegar	side dish	baked	come
appetizer	french fries	mashed	of
entree	spinach	mixed	
sirloin	dessert	chocolate	
beef	pie	strawberry	
chicken	cake	vanilla	
filet	beverage		

**1.** Briefly review the previous lesson.**2.** Conversation. Set up the situation. Focus attention on the picture. Have students cover the text. Play the recording or act out the conversation.**3.** Listen and repeat the conversation.**4.** Practice:T: *the menu*T: *I'd like the menu, please.*T: *some soup*T: *I'd like some soup, please.*T: *the menu*C: *I'd like the menu, please.*

Continue:

*some soup**a steak**some potatoes**a glass of cola**some peas**a salad***5.** Practice:T: *soup*C: *Which soup would you like?*Continue: *dressing/omelette/vegetables/ice cream/beverage***6.** Listen and Repeat.*a menu**a salad**a steak**a glass of water**a cup of coffee**an ice cream cone**an orange**some potatoes**some peas**some soup**some water**some coffee**some dessert**some oranges***7.** Practice:T: *menu*T: *I'd like a menu.*T: *soup*T: *I'd like some soup.*T: *menu*C: *I'd like a menu.*

Continue:

*soup**glass of water**peas**salad**cup of coffee**potatoes***8.** T: *Look and listen.* Focus attention on the conversation. Play the recording or act out the conversation.**9.** Silent reading of the conversation.**10.** Pair Work on the conversation.**11.** Listen and repeat: *10¢ (ten cents), 20¢, 30¢, 40¢, 50¢, 60¢, 70¢, 80¢, 90¢, \$1.00 (a dollar), \$1.10 (a dollar-ten), \$1.20, \$1.30, \$1.40, \$1.50, \$1.60, \$1.70, \$1.80, \$1.90, \$2.00 (two dollars), etc.***12.** Now refer students to the menu. Give them time to read the menu silently. Explain:1. *appetizers, entrees (main courses)*2. *roast, fried, mashed, baked*3. *filet, sirloin, omelette*4. *rare, medium, well-done*5. *peas, green beans, carrots, broccoli*6. *French fried potatoes (french fries)*7. *mixed green salad, spinach salad*8. *dressing, French, Italian, Thousand Island, oil and vinegar*9. *black coffee, with cream, with milk*10. *tea, with lemon, with milk, with cream*11. *desserts on the menu*

Note: Pictures of items on the menu are very useful here.

They can be cut out of magazines and made into flash cards.

**13.** Practice:T: *onion soup*T: *How much is the onion soup?*T: *french fries*T: *How much are the french fries?*T: *onion soup*C: *How much is the onion soup?*

Continue:

*french fries**fried mushrooms**chocolate cake**spinach salad**filet of sole***14.** Practice saying the prices on the menu. Write some on the board. Have students repeat them after you. Point to a price at random and have individual students say it. Be sure to include:*\$1.80 (a dollar-eighty) \$2.90 (two-ninety)***15.** Ask questions:T: *How much is the onion soup?*T: *How much are the french fries?*

Ask me/Ask him/Ask her.

S: *It's (two-ninety).*S: *They're (a dollar-eighty).***16.** Pair Work as in step 15.**17.** Bring out a student, who role plays a customer. The teacher role plays the waiter. The student refers to the menu and orders a meal.**18.** Pair Work. Ordering a meal, using the menu.**19.** Get two students to act out a situation using the menu, in front of the class.**Suggestions for further activities****1.** Ask students to compose a menu for an imaginary restaurant and to name the restaurant. Each item should be priced.**2.** Role play: Waiter and customer. Students use the menus they have created in 1 above as the basis for a role play, ordering a meal. The waiter in the role play should write down the order.**3.** Using the waiter's notes, the students add up the check.**4.** Dictate six prices. Students add up the total, e.g., *\$1.13, \$2.50, \$1.70, \$2.18, \$3.15, \$4.90 (= \$15.56)*. They could be asked to add a 15% tip (= \$17.89).**5.** Ask students to write the menu for a special dinner party. They can do this in pairs, using *I'd like...*

Customer: Waiter! I'd like the menu, please.

Waiter: There you go, sir.

Customer: Thanks.... I'd like some soup....

Waiter: Tomato soup?

Customer: Yes, and I'd like a steak.

Waiter: Rare, medium, or well-done?

Customer: Medium, please.

Waiter: Which vegetables would you like?

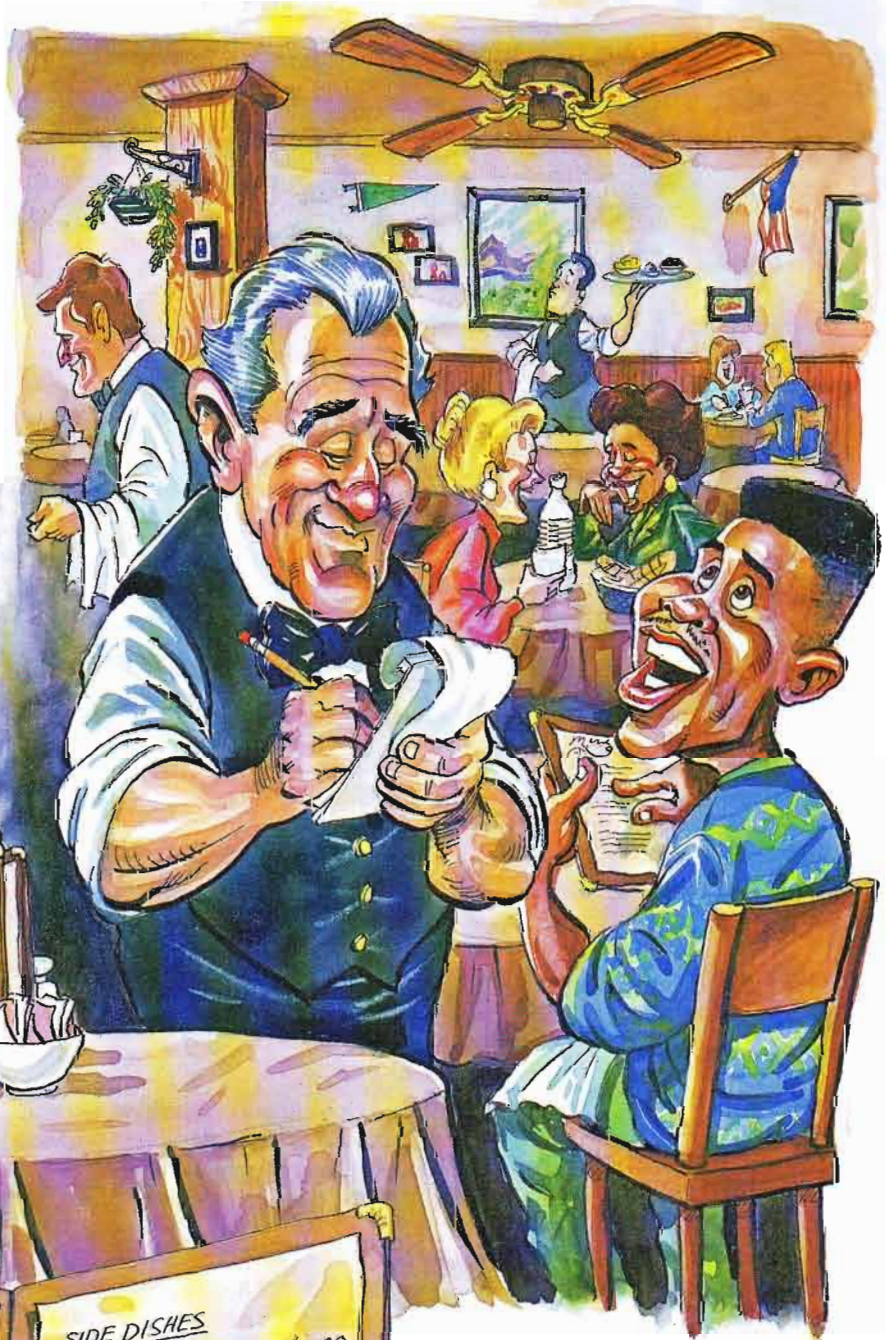
Customer: I'd like some potatoes, some peas...oh, and a green salad.

Waiter: Certainly, sir. Would you like dressing on your salad?

Customer: Please.

Waiter: Which salad dressing would you like, sir? French? Italian? Thousand Island? Oil and vinegar...?

Customer: Oil and vinegar, please.



Menu	
<b>APPETIZERS</b>	
ONION SOUP	
TOMATO SOUP	\$2.90
FRIED MUSHROOMS	\$2.50
STUFFED TOMATOES	\$4.30
<b>ENTREES</b>	
SIRLOIN STEAK	\$14.80
ROAST BEEF	\$12.70
FRIED CHICKEN	\$10.90
FILET OF SOLE	\$11.50
HAM OMELETTE	\$9.30
CHEESE OMELETTE	\$8.60
<b>VEGETABLES</b>	
ALL ENTREES COME WITH CHOICE OF:	
BAKED POTATO OR MASHED POTATOES, PEAS, CARROTS, GREEN BEANS, OR BROCCOLI	
<b>SIDE DISHES</b>	
FRENCH FRIES	\$1.80
MIXED GREEN SALAD	\$2.40
SPINACH SALAD	\$2.20
CHOICE OF SALAD DRESSINGS:	
FRENCH, ITALIAN, THOUSAND ISLAND, OIL AND VINEGAR	
<b>DESSERTS</b>	
ICE CREAM	\$2.30
CHOICE OF CHOCOLATE, STRAWBERRY, OR VANILLA	
APPLE PIE	\$2.10
CHOCOLATE CAKE	\$3.50
<b>BEVERAGES</b>	
COFFEE	\$1.60
TEA	\$1.40
COLA	\$1.70

**Exercise 1**

A: How much is the steak?

B: It's fourteen dollars and eighty cents.

A: How much are the mushrooms?

B: They're four dollars and thirty cents.

Ask and answer about the menu.

**Exercise 2**

A: Which soup would you like?

B: I'd like the onion soup.

Ask and answer about the menu.





Look at the instructions. Listen.

OK. That's you on the first level. Go right. Be careful. Don't touch the bomb! Stop. Jump! That's right. Now go up the ladder. Go right. Quick! Don't open the door. Go left. Jump! Be very careful. Jump again—don't touch the soldiers. Go up the ladder. Don't go left, go right. Jump! Don't go up the ladder. Jump again. Get Maria and Marco. Press "jump" twice. OK, now go back. Jump! Go up the ladder. Go right. Go left. Jump fast! Go up the ladder and save the princess. Press "jump" twice. Now, go down the ladder and go left. That's the gold. Press "jump" twice. OK, that's level one.

### Exercise 1

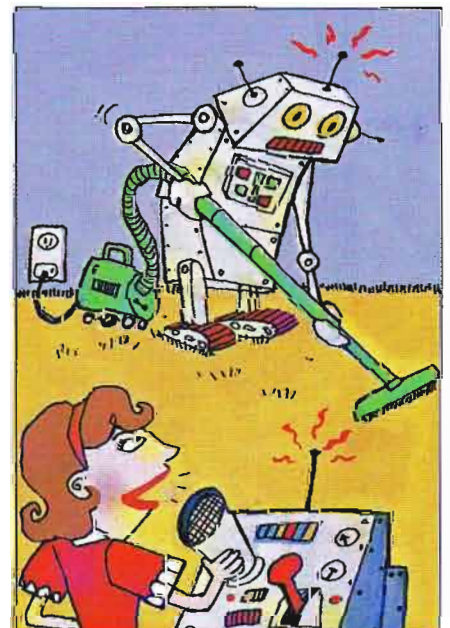
Don't look at the instructions. Look at the picture above. Work with a partner. Give her/him instructions.

### Robbie the Robot

Good. Listen to me, Robbie. Turn the vacuum cleaner off. That's right. Now, turn the TV on.... That's great! Now turn the TV off. Go to the door. Open it. Fantastic! Come here. Give me the newspaper. Thank you.... Go to the windows. Close them. Now go to the door. Go out. Walk to the front door. Open it. Go out and...Robbie! Robbie! Come back here! Robbie! Where are you? Robbie...!

### Exercise 2

Work with a partner. Your partner is a robot. Give her/him instructions.



## Target structures

Do (this)! Don't do (that)!  
 Help me/us/him/her/them.  
 Turn (it) off./ Turn (them) off./ Turn (the vacuum cleaner) off.

## Expressions

That's you      Quick!      That's great!  
 Be careful.      Listen to me.      Fantastic!  
 That's right.

## Vocabulary

go	walk	right	soldier
be	help	left	princess
touch	find	again	gold
stop	go up	twice	magician
jump	go right	fast	robot
open	go left		vacuum cleaner
get	go down	level	TV
press	go back	bomb	newspaper
save	go out	ladder	front door
give	turn off		
listen	turn on		now
close	come back		

- Briefly review the previous lesson.
- Set up the situation. Give a few instructions to the class and to individuals.  
 T: *Don't look at your books! Close your books! Sit down, please! John, open the door, please! Don't look at the picture! Maria, close the door, please! Come here, please. Now go back,* etc. Have students give you a few instructions, in the affirmative and negative. Act upon them.
- Focus attention on the "screen," the instruction card, and the control panel. Explain that this is a computer game. Read the text on the card and the panel and explain new vocabulary (use mime and simple explanation).
- Explain that the starting point of the "game" is the bottom left of the screen. Play the recording or read the text. As they listen, students follow the text and the route taken by the "hero."
- Listen and repeat the text.
- Silent reading of the text.
- Pair Work. Exercise 1. Have students cover the text and give instructions to their partner. Then they reverse roles.
- Write on the board:  
*Close your books! Don't open your books!*  
*Look at the board! Don't look at your books!*  
 Have students copy these commands in their notebooks.

- Bring out a student and demonstrate.

Take your	shoes/jacket	off!
	glasses/watch	
Put your	ring/tie	on!
	etc.	

Have the class instruct you or another student.

- Practice:      Continue:  
 T: *jacket*      shoes  
 T: *Take it off.*      watch  
 T: *shoes*      ring  
 T: *Take them off.*      glasses  
 T: *jacket*      tie  
 C: *Take it off.*      earrings

- Practice:      Continue:  
 T: *jacket*      shoes  
 T: *Put it on.*      watch  
 T: *shoes*      ring  
 T: *Put them on.*      glasses  
 T: *jacket*      tie  
 C: *Put it on.*      earrings

- Pair Work. Students give each other instructions, e.g., *Take (your jacket) off,* etc. *Put (your jacket) on,* etc.

- The teacher starts to take his or her (jacket) off. Have students stop you by saying:  
 C: *Don't take your jacket off!* etc.

- Demonstrate with one student:

Turn the	light	on!
	cassette player	off!
	air-conditioning	

Draw or mime a water faucet. Mime turning it on and off. Elicit the names of other items you can turn on and off: *a TV set, a radio, a stereo, a fan,* etc.

- Have students give you instructions. Give cues: *water/TV/radio/fan/air-conditioning.* Mime turning on and off.

- Write on the board:

*Take your shoes off! Don't put your coat on!*  
*Turn the light off! Don't turn the light on!*

Have students copy these commands in their notebooks.

- Focus attention on the cartoon of Robbie the Robot. Point out *vacuum cleaner.* Have students cover the text. Play the recording or read the text.

- Listen and repeat the text.

- Silent reading of the text.

- Bring out a student to role play the robot. Give him/her instructions to carry out, e.g., *Open the door. Now close it. Come here. Quick! Go back to your desk,* etc.

- Pair Work. Exercise 2. Students give each other instructions as in step 20.

- Using gestures, demonstrate:

T: *Look at me. Look at him. Look at her. Look at it. Look at them. Look at us.* Have students listen and repeat.

- Write on the board and have students copy.

Look at	me.
	him.
	her.
	John.
	them.
	us.

- Give an object to a student.

T: *Give it to him.*      S1: *Here you are.*  
 T: *Give it to her.*      S2: *Here you are.*  
 T: *Give it to them.*      S3: *Here you are.*

Have students give instructions to the student holding the object, so that it is passed around the room. Make sure they use *Give it to us/them/me.*

See **Suggestions for further activities** on page 93.

**Target structures**

Review of previously taught structures and vocabulary.  
Vocabulary continuation.

What make is (your car)?  
Is she rich or is she poor?

**Vocabulary**

children	rich
(swimming) pool	famous
cassette player	slow
engine	uncomfortable
steering wheel	happy
wheel	comfortable
money	
rock star	
backyard	
limo	
climate control system	
CD player	
fax machine	
family	
kids	

- Briefly review the previous lesson.
- Set up the situation for Text 1 (Donna Walton). Focus attention on the picture. Have students cover the text. Play the recording or act out the text.
- Listen and repeat Text 1.
- Silent reading of Text 1.
- Questions and Answers.  
Ask Yes/No questions (*Is she rich? Is it new?*) about (a) Donna, (b) her house, (c) her car. The class replies, as appropriate:  
*Yes, she is/No, she isn't.*  
*Yes, it is/No, it isn't.*  
*Yes, there is/No, there isn't.*  
*Yes, there are/No, there aren't.*  
  
Ask Wh- questions:  
T: *What's her name?*  
*What is she?*  
*What make is her car? (Explain this.)*  
*Whose house/car is it?* etc.  
  
Ask Either/Or questions:  
*Is she rich or is she poor?*  
*Is it cheap or is it expensive?*  
*Are there two bedrooms or are there three?* etc. Say: *Tell me about Donna/her car/her house.*
- Pair Work. Have students ask each other questions as in step 5.
- Set up the situation for Text 2 (Zack Zebedee). Follow the same procedure as steps 2–6.

**8. Application:**

T: *Are you a rock star/rich/famous?*

Ask me/Ask him/Ask her.

T: *What make is your car/watch/camera/radio?* etc.

Ask me/Ask him/Ask her.

T: *I'd like a Rolls-Royce. What about you?*

S: *I'd like a (Maserati).*

T: *Why?*

S: *Because it's fast/comfortable/expensive,* etc.

T: *Ask me about my car.*

S: *Is it fast/comfortable?*

*Is there a...?*

*Are there...?*

- Assign the exercise for written work in class or for homework.

**Suggestions for further activities**

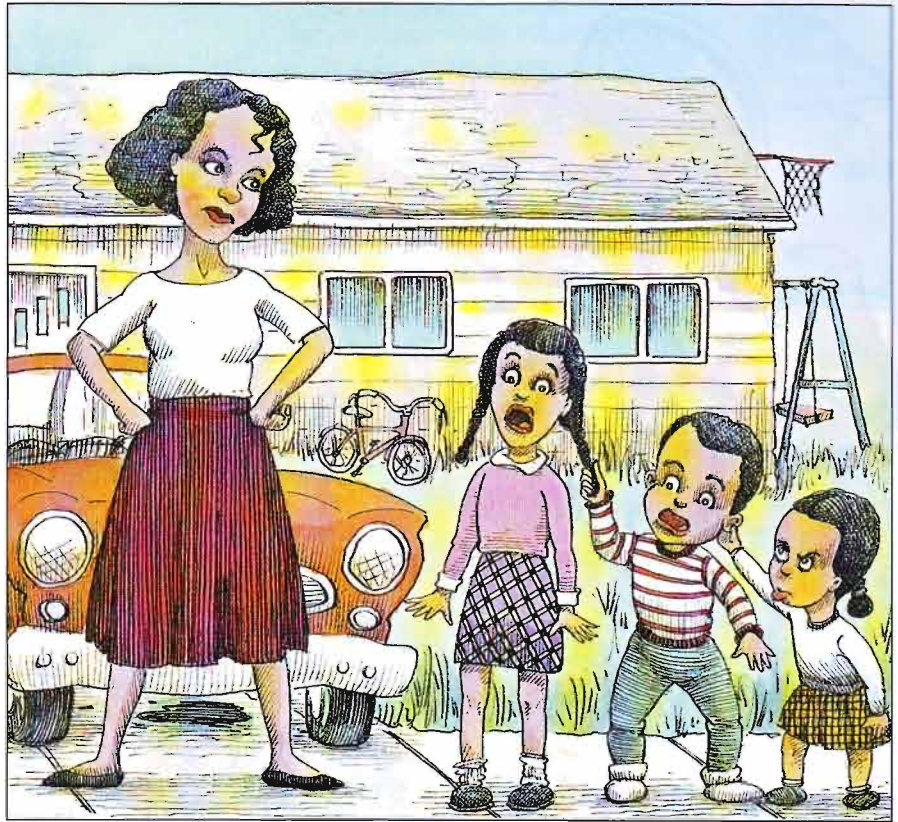
- Ask students to write descriptions of themselves. They can use the texts about Donna and Zack to help them.
- Pair Work. Students ask questions to elicit information from the descriptions written in 1 above.
- Ask students to write similar descriptions of characters from earlier units in the Student Book, e.g., Mr. and Mrs. Johnson, Mr. Stern (Unit 4A), Tiffany Gonzalez, Adriana Papadopolos, etc. (Unit 8), Dan, Jessica Montana, and Erica (Unit 9), etc.

Look at this woman. Her name's Donna Walton. These are her three children, Jane, Darryl, and Michelle. Donna's an English teacher. She's not rich, and she's not famous.

Look at her house. It's small and there's no pool. There are three bedrooms in the house.

Donna's car is old. It's slow and uncomfortable. There's no radio or cassette player in her car.

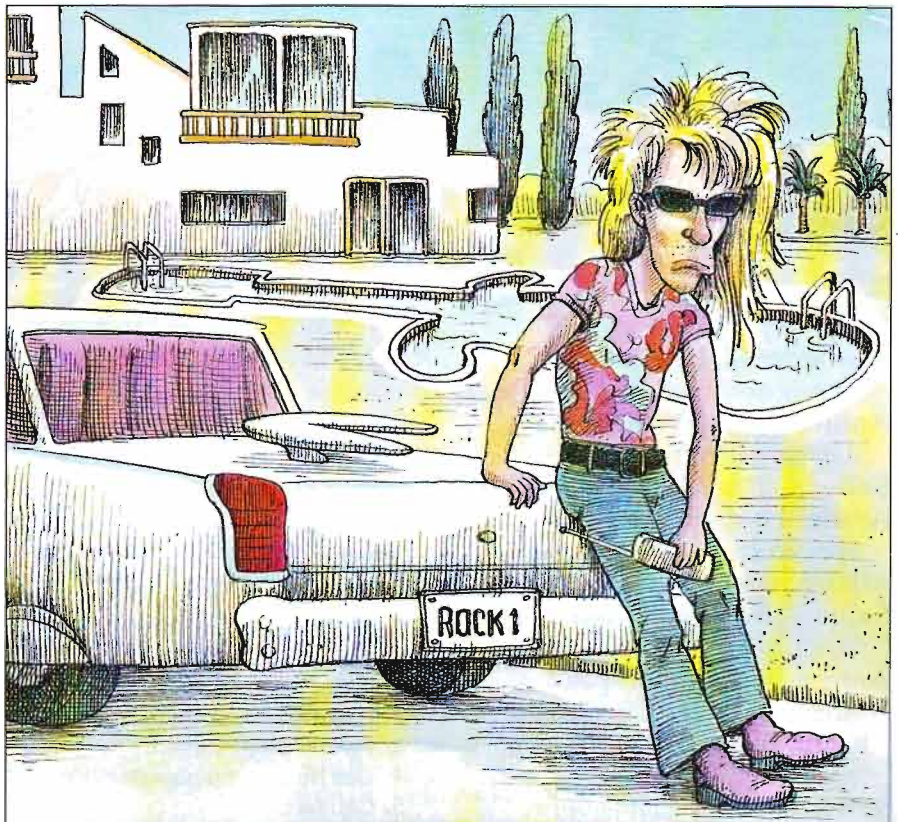
There's an engine, a steering wheel, and there are four wheels and two doors. Donna isn't happy. She'd like a big house, a new car, and a lot of money.



Look at this man. His name's Zach Zebedee. He's a rock star. He's very rich and famous. Look at his house. It's large and expensive, and there's a swimming pool in the backyard. There are ten bedrooms in the house.

Zach's car is new. It's a white Lincoln stretch limo. It's fast and comfortable. In his car there's a climate control system, a CD player, a VCR, a phone, and a fax machine.

But Zach isn't happy. He'd like a small house, a small car, and a family—with two kids.



### Exercise

Zach's a rock star.  
 Zach's famous.  
 Zach's house is large.  
 He'd like a family.  
 Continue.

Donna's an English teacher.

• • •  
 • • •  
 • • •



**Sally:** My dad's really wonderful. He's big and strong and handsome.

**Annie:** Really? Well, my dad can do everything.

**Sally:** Can he? What?

**Annie:** He's really smart. He can speak a hundred languages.

**Sally:** A hundred! What languages can he speak?

**Annie:** Well, he can speak Spanish, Italian, French, German, Japanese, Arabic, and, uh, a lot more.

**Sally:** Well, my dad is very athletic.

**Annie:** Athletic?

**Sally:** Uh-huh. He can swim, ski, and play football, tennis, and baseball.

**Annie:** Oh, well, can your dad cook?

**Sally:** Cook? No, he can't.

**Annie:** My dad is a wonderful cook.

**Sally:** Really?

**Annie:** Yes, and he can paint and play the piano, too.

**Sally:** Oh. My dad can't do that. But my mom is beautiful and smart and she can....

#### Questions

1. Is Sally's father big?
2. Is he ugly?
3. Can he play football?
4. Can he play the piano?
5. Can he ski?
6. Can he cook?
7. Is Annie's father athletic?
8. Is he smart?
9. Can he speak Arabic?
10. Can he play tennis?
11. Can he paint?
12. Is Sally's mother smart?

#### Exercise

Example:

*I can swim, but I can't ski.*

Write ten sentences.



## Target structures

I can/I can't (do it).

Can you (do it)? Yes, I can/No, I can't.

## Expressions

What? Really?

## Vocabulary

can	wonderful	dad	everything
speak	handsome	language	more
swim	smart	football	
ski	athletic	tennis	
play		piano	
cook		mom	
paint			

Languages: Spanish, Italian, French, German, Japanese, Arabic, etc.

1. T: I can speak English, but I can't speak Italian. I can speak French, but I can't speak Arabic.

2. Invention Exercise: Continue:  
 T: English French  
 T: I can speak English. Italian  
 T: Italian Arabic  
 T: I can't speak Italian. Spanish  
 T: English Japanese  
 S: I can speak English.

3. Hold up a small object.  
 T: Look at this. Listen and repeat:  
 I can see it. He can see it.  
 You can see it. She can see it.  
 We can see it. They can see it.

4. Now hide the object in a pocket or purse.  
 T: Now, I can't see it.  
 You can't see it.  
 We can't see it.  
 He can't see it.  
 She can't see it.  
 They can't see it.

5. Invention Exercise: Continue:  
 T: window plane  
 T: I can see a window. camera  
 T: plane table  
 T: I can't see a plane. bus  
 T: window chair  
 T: I can see a window. radio  
 door

6. Present the words *drive*, *type*, *sing*, and *dance* by gestures or pictures. T: Listen. Can you drive? (Gestures are useful here.)  
 Can you ski?  
 Can you type?  
 Can you dance?  
 Can you sing?  
 Can you cook?

7. Now use gestures to indicate to students that they should ask you.  
 T: ski Continue with:  
 Q: Can you ski? drive  
 T: Yes, I can. dance  
 T: type sing  
 Q: Can you type? cook  
 T: No, I can't. play football  
 swim, etc.

8. Ask questions:

T: Can you (drive)? S: Yes, I can/No, I can't.

T: Can he drive? S: Yes, he can/No, he can't.

T: Can she drive? S: Yes, she can/No, she can't.

T: Ask him/Ask her/Ask me.

9. Pair Work. Students ask each other questions as in step 8.

10. Write the following list on the board and have students copy it:

I	can	drive.
You	can't	ski.
He		type.
She		dance.
It		sing.
We		swim.
They		play tennis.

Can	I	drive?	Yes, I can.
	you	ski?	No, I can't.
	he	type?	
	she	dance?	
	it	sing?	
	we	swim?	
	they	play tennis?	

11. Focus attention on the picture. Have students cover the conversation. Set up the situation. Play the recording or act out the conversation.

12. Listen and repeat the conversation.

13. Silent reading of the conversation.

14. Questions and Answers.

T: Is Sally's father big? C: Yes, he is.

Is he strong?

Is he ugly?

Can he play football?

C: Yes, he can.

Can he play tennis?

Can he play baseball?

Can he ski?

Can he cook?

C: No, he can't.

Can he paint?

Can he play the piano?

T: Is Annie's father athletic?

C: No, he isn't./No, he's not.

Is he intelligent?

Can he speak Arabic?

C: Yes, he can./No, he can't.

Can he speak Spanish? Italian? French?

Can he play tennis? baseball? football?

Can he paint? cook? play the piano?

15. Pair Work on the conversation.

16. Further Pair Work. Have students ask each other about their girlfriends, boyfriends, fathers, mothers, etc.

17. Assign the exercise in class or for homework. Have students write out the answers to the questions in the Student Book.

See **Suggestions for further activities** on page 93.

**Target structures**

*Would you like (tea or coffee)?  
I'd like (a pair of shoes), please.  
What (color) would you like?*

**Expressions**

*Please come in.  
Would you like (tea or coffee)?  
How about (a cookie)?  
on a diet  
Can I help you?  
What size are you?  
Can I try (it) on?  
What flavor?  
To stay (eat in) or to go (take out)?*

**Vocabulary**

<i>cookie</i>	<i>a cup of</i>	<i>yogurt</i>
<i>mineral water</i>	<i>a glass of</i>	<i>flavor</i>
<i>sandwich</i>	<i>a can of</i>	<i>sugar cone</i>
<i>candy</i>	<i>a bottle of</i>	<i>milk shake</i>
<i>fruit</i>	<i>a piece of</i>	<i>an ice-cream float</i>
	<i>a pair of</i>	<i>in a cup</i>
<i>frozen</i>		<i>in a paper cup</i>
	<i>sweater</i>	<i>in a glass</i>
<i>try on</i>	<i>raincoat</i>	

- Briefly review the previous lesson.
- Conversation G-H. Set up the situation. Focus attention on the picture. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat Conversation G-H.
- Practice:
 

T: <i>a cup of coffee</i> T: <i>Would you like a cup of coffee?</i> T: <i>a cup of tea</i> T: <i>Would you like a cup of tea?</i> T: <i>a cup of coffee</i> C: <i>Would you like a cup of coffee?</i>	Continue: <i>a cup of tea</i> <i>a glass of water</i> <i>a can of soda</i> <i>a glass of milk</i> <i>a bottle of mineral water</i>
--	---
- Practice:
 

T: <i>cookie</i> T: <i>How about a cookie?</i> T: <i>sandwich</i> T: <i>How about a sandwich?</i> T: <i>cookie</i> C: <i>How about a cookie?</i>	Continue: <i>a sandwich</i> <i>a piece of cake</i> <i>a piece of fruit</i> <i>a piece of candy</i>
---	--
- Focus attention on Conversation G-H. The students look and listen. Play the recording or act out the conversation.
- Silent reading of Conversation G-H.
- The teacher takes the part of G. The class in chorus takes the part of H. Go through the conversation. Then the teacher takes the part of H. The class in chorus takes the part of G. Go through the conversation.
- Pair Work on the conversation.
- Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. Students do the same in pairs using the cues in the book.

**11.** Conversation I-J. Follow the same procedure as for Conversation G-H, but include step 13.

- |  |  |
|--|--|
| <b>12.</b> Practice:<br>T: <i>a pair of shoes</i><br>T: <i>I'd like a pair of shoes, please.</i><br>T: <i>a sweater</i><br>T: <i>I'd like a sweater, please.</i><br>T: <i>a pair of shoes</i><br>C: <i>I'd like a pair of shoes, please.</i> | Continue:<br><i>a sweater</i><br><i>a pair of jeans</i><br><i>a jacket</i><br><i>a pair of sneakers</i><br><i>a pair of boots</i><br><i>a raincoat</i> |
|--|--|

**13.** Conversation K-L. Follow the same procedure as for Conversation G-H, but include steps 16 and 17.

- |   |   |
|---|---|
| <b>14.</b> Practice:<br>T: <i>a frozen yogurt</i><br>T: <i>Hi. A frozen yogurt, please.</i><br>T: <i>an ice-cream cone</i><br>T: <i>Hi. An ice-cream cone, please.</i><br>T: <i>a frozen yogurt</i><br>C: <i>Hi. A frozen yogurt, please.</i> | Continue:<br><i>an ice-cream cone</i><br><i>a milk shake</i><br><i>an ice-cream float</i> |
|---|---|

- |   |   |
|---|---|
| <b>15.</b> Practice:<br>T: <i>In a sugar cone or in a cup?</i><br>T: <i>In a cup, please.</i><br>T: <i>To stay or to go?</i><br>T: <i>To go, please.</i><br>T: <i>In a sugar cone or in a cup?</i><br>C: <i>In a cup, please.</i> | Continue:<br><i>to stay or to go</i><br><i>to eat in or take out</i><br><i>in a paper cup or in a glass</i> |
|---|---|

**16.** Role play. Focus attention on the cartoon and menu at the bottom of the page. Read through the menu with the students and check vocabulary.

- 17.** Build the conversation on the board, eliciting lines from the students, e.g.,  
 A: *Hi. Some popcorn, please./Hello. I'd like some popcorn, please.*  
 B: *What flavor?/What flavor would you like?*  
 A: *Salted, please./Hot buttered, please.*  
 B: *What size?/What size would you like?*  
 A: *Large, please./Enormous, please.*  
 B: *There you go. That's two-fifty./Here you are. That's seven twenty-five, please.*

**18.** Read through the conversation with students repeating after you.

**19.** Pair Work. Students practice the conversation in pairs using items from the menu.

**20.** Free practice. Rub the conversation off the board. In pairs, students continue to make conversations, using the menu. Select pairs to perform conversations in front of the class.

**Suggestions for further activities**

- Role play. Students compile lists of things that they might offer a visitor to their homes. In pairs, they then role play a similar conversation to G-H. The "visitor" accepts or refuses the offers politely.
- Scrambled words. Write these scrambled names of clothing items on the board: *hrist* (shirt), *oskc* (sock), *retweas* (sweater), *eit* (tie), *tah* (hat), *ejnsa* (jeans), *ehso* (shoe), *tkrsri* (skirt), *resds* (dress), *taoc* (coat). Students work in pairs to unscramble them.

- G: Please come in.
- H: Thank you.
- G: Sit down.
- H: Thanks.
- G: Would you like tea or coffee?
- H: A cup of coffee, please.
- G: How about a cookie?
- H: No, thanks. I'm on a diet.

- a cup of coffee
- a cup of tea
- a glass of water
- a glass of milk
- a can of soda
- a bottle of mineral water
- a cookie
- a sandwich
- a piece of cake
- a piece of candy
- a piece of fruit



- I: Excuse me....
- J: Yes, can I help you?
- I: I'd like a pair of shoes, please.
- J: What color would you like?
- I: Brown.
- J: What size are you?
- I: Seven. Can I try them on?
- J: Sure.

- a pair of shoes
- a pair of sneakers
- a pair of jeans
- a pair of boots
- a sweater
- a jacket
- a raincoat



- K: Hi. A frozen yogurt, please.
- L: What flavor? Strawberry, chocolate, or vanilla?
- K: Strawberry, please.
- L: In a sugar cone or in a cup?
- K: In a cup, please.
- L: There you go. That's a dollar ninety-five.

- a frozen yogurt
- an ice-cream cone
- a milk shake
- an ice-cream float
- in a cup/in a sugar cone
- to stay (eat in)/to go (take out)
- in a paper cup/in a glass
- \$1.95/\$1.85/\$2.25/\$2.35



Look at the picture and make conversations.

**57 FLAVORS OF POPCORN**

- HOT BUTTERED
- SALTED
- BARBECUE
- BUBBLE GUM
- CHOCOLATE
- STRAWBERRY CHEESE
- CHEESE ONION AND
- APRICOT
- MINT
- CHEESE
- PIZZA
- APPLE PIE
- BERRIES
- CHICKEN
- TUNA FISH

**HARBOR MALL TEN SCREEN  
POPCORN WORLD**

**5 SIZES**

- SMALL ..... \$1.25
- REGULAR ..... \$1.75
- LARGE ..... \$2.50
- EXTRA LARGE... \$3.50
- ENORMOUS ... \$7.25





Hi there, fans. My name's Courtney Dallas. I'm a famous actress—a superstar! I'm from Los Angeles. I have an apartment in New York and a house in Hollywood with a swimming pool and a tennis court. I have a new Mercedes<sup>®</sup> and a lot of money in the bank. I'm married and I have three wonderful children. I have everything. Life's great!

### Exercise 1

Example: house in Hollywood  
Does she have a house in Hollywood?  
Yes, she does.

1. swimming pool
2. tennis court
3. Mercedes
4. three children

### Exercise 3

Example:  
brother *I have a brother.*  
Mercedes *I don't have a Mercedes.*

Write four sentences:

1. passport
2. watch
3. motorcycle
4. color TV



Hello. My name's Ike Proudfoot. I'm from Alaska. I have a small cabin in the woods. I don't have a car, a TV, a radio, or a phone. I don't have a job, I don't have any money, and I don't have a family. I don't have anything, but life's fantastic out here.

### Exercise 2

Example: a job  
Does he have a job? No, he doesn't.

1. a house
2. a car
3. a TV
4. any money
5. any children

### Exercise 4

Answer these questions with *Yes, I do* or *No, I don't*.

1. Do you have a car?
2. Do you have a passport?
3. Do you have any children?
4. Do you have a watch?
5. Do you have any money?



Hello there. Our names are Tina and Chuck Jackson. We're from Chicago. I'm a nurse and Chuck has a job in a factory. We don't have a big house, but we have a nice apartment. We have two cars. I have a new Honda. Chuck doesn't have a new car. He has an old Chevrolet. It's beautiful. And we have two great kids. Life's good.

### Questions

1. What are their names?
2. Where are they from?
3. What are their jobs?
4. Does Chuck have a new car?
5. Does he have a Chevrolet or a Honda?
6. Do they have an apartment?
7. Do they have any children?

### Exercise 5

Write questions. Ask a partner the questions.

1. computer?
2. calculator?
3. VCR?
4. any compact discs?
5. any videocassettes?

## Target structures

<i>I have (an apartment).</i>	<i>I don't have (any money).</i>
<i>He has (a car).</i>	<i>He doesn't have (a house).</i>
<i>It (the classroom) has (a door).</i>	<i>It doesn't have (a door).</i>
<i>We have (two cars).</i>	<i>We don't have (a big house).</i>
<i>They have (an apartment).</i>	<i>They don't have (a new car).</i>
<i>Do you have (any children)?</i>	<i>Yes, I do. Yes, he does.</i>
<i>Does he have (a good job)?</i>	<i>No, I don't. No, he doesn't.</i>
<i>Do they have (a car)?</i>	<i>Yes, they do. No, they don't.</i>

## Expression

*Life's great!*

## Vocabulary

<i>fan</i>	<i>bank</i>	<i>woods</i>	<i>motorcycle</i>
<i>actress</i>	<i>married</i>	<i>nurse</i>	<i>calculator</i>
<i>superstar</i>	<i>life</i>	<i>factory</i>	
<i>tennis court</i>	<i>cabin</i>	<i>passport</i>	<i>a lot of</i>

### 1. Choose some objects.

T: *I have a watch/a purse/a pen, etc.*

Point to students. T: *You have a book/a pen/a purse, etc.*

Point to objects belonging to students, to elicit: *I have (a book)*. Point to objects belonging to yourself, to elicit: *You have (a book)*, etc.

### 2. Listen and Repeat.

T: *I have a watch/You have (a tie/a purse)/We have some books/They have some pens.*

### 3. Application.

T: *I have a watch...and you?* to elicit true sentences. *I have (a pen)/(some books)*, etc.

### 4. Point to students. Say: *He has a watch/She has a purse/They have white shirts.*

Point at objects belonging to students to elicit: *He has a (pen)/She has (a book)/They have black shoes*, etc. *Look at this room....It has a door/two windows/a board*, etc.

### 5. Listen and Repeat.

T: *He has a watch/She has a purse/It has a door.*

### 6. Application.

Point to students. T: *He has a watch/She has some books/They have brown bags.*

Point to students to elicit: T: *He has a watch/some books/They have brown bags*, etc. Indicate the room. Say: *It has a door...and....* to elicit: *It has a door and two windows*, etc.

### 7. Practice:

T: I

C: *I have some money.*

Continue: *He/You/She/They/We/I*

### 8. T: *I don't have a new car/any children*, etc.

Point to students. T: *You don't have a Cadillac/a million dollars*, etc.

Give cues, e.g., *a new car*. C: *You don't have a new car.*

### 9. Listen and Repeat.

T: *I don't have a new car/You don't have a Cadillac/They don't have any money/We don't have any oranges.*

### 10. Application.

T: *I don't have any money...and you?* (to elicit true sentences).

S: *I don't have (a car)/(any children)*, etc.

### 11. Point to students. T: *He doesn't have a Cadillac/She doesn't have a million dollars/They don't have swimming pools.*

Point to students. T: *Cadillac, children*, etc.

*He/She doesn't have a Cadillac/any children*, etc.

### 12. Practice:

T: I

C: *I don't have any money.*

Continue: *He/You/She/They/We/I*

### 13. Act out these mini-conversations.

A: *Do you have (a car)?*

B: *Yes, I do.*

A: *Do you have (any children)?*

B: *No, I don't.*

Ask questions to elicit: *Yes, I do/No, I don't.*

### 14. Listen and Repeat: T: *Do you have a car? Do you have any money? Ask me/Ask him/Ask her.* Give cues if necessary.

### 15. Pair Work as in step 13.

### 16. Act out these mini-conversations.

A: *Does she have a car?*

B: *Yes, she does.*

A: *Does he have any children?*

B: *No, he doesn't.*

Ask questions to elicit: *Yes, she does/No, he doesn't.*

### 17. Act out these mini-conversations.

A: *Do they have a swimming pool?*

B: *Yes, they do.*

A: *Do they have two cars?*

B: *No, they don't.*

Ask questions to elicit: *Yes, they do/No, they don't.*

### 18. Listen and Repeat: T: *Does he have a car? Does she have any money? Do they have two cars?*

### 19. Pair Work as in steps 16 and 17.

### 20. Practice:

T: you

C: *Do you have any money?*

T: he

C: *Does he have any money?*

Continue: *they/she/you/I/we*

### 21. Focus attention on picture 1 (Courtney Dallas). Have students cover the text. Set up the situation. Play the recording or read the text.

### 22. Listen and repeat the text.

### 23. Silent reading of the text.

### 24. Ask Yes/No questions about Courtney Dallas.

T: *Does she have...? Yes, she does/No, she doesn't.*

### 25. Pair Work as in step 24.

### 26. T: *Tell me about Courtney Dallas. She has....*

### 27. Application.

T: *Do you have...? S: Yes, I do/No, I don't.*

*Ask me/Ask him/Ask her/Ask each other.*

### 28. Follow steps 21–27 for Ike Proudfoot and Tina and Chuck Jackson.

### 29. Assign the five exercises and the questions for written work in class or for homework.

See **Suggestions for further activities** on page 93.

**Target structures***What do you have?**How much/How many does he have?***Expressions***Good morning.**May I see (your passport)?**Here it is.**Do you have anything to declare?**Fine.**Let's see.***Vocabulary**

Customs      portable      anything else      Duty free shop

Customs Officer

right (correct)

perfume

ring

- Briefly review the previous lesson.
- Focus attention on the picture. Have students cover the conversation. Write these sentences on the board:
  - He has six suitcases.*
  - He doesn't have any perfume.*
  - He has six portable CD players.*
 Play the recording or act out the conversation. Students mark the sentences true or false as they listen.
- Go over the answers. Students correct the false sentences (*He has six large bottles of perfume. He has three portable CD players.*)
- Listen and repeat the conversation.
- Practice:
 

T: <i>passport</i>	Continue:
T: <i>May I see your passport?</i>	<i>ID (Identification) card*</i>
T: <i>ID card</i>	<i>ticket*</i>
T: <i>May I see your ID card?</i>	<i>visa*</i>
T: <i>passport</i>	<i>camera</i>
C: <i>May I see your passport?</i>	<i>watch</i>

 \*Note: Explain these words at this time.

- Practice:
 

T: <i>you</i>	Continue:
T: <i>What do you have?</i>	<i>he</i>
T: <i>he</i>	<i>they</i>
T: <i>What does he have?</i>	<i>she</i>
T: <i>you</i>	<i>you</i>
C: <i>What do you have?</i>	<i>we</i>
	<i>I</i>

- Practice:
 

T: <i>I have some perfume.</i>
T: <i>Oh, how much perfume do you have?</i>
T: <i>I have some CDs.</i>
T: <i>Oh, how many CDs do you have?</i>
T: <i>I have some perfume.</i>
C: <i>Oh, how much perfume do you have?</i>

 Continue:
 

T: <i>I have some CDs.</i>
<i>I have some gold.</i>
<i>I have some rings.</i>
<i>I have some watches.</i>
<i>I have some money.</i>
<i>I have some suitcases.</i>

- Play the recording again. The students listen and read.

- Silent Reading.

- Questions and Answers.
 

Ask <i>Yes/No</i> questions.
T: <i>Does he have anything to declare?</i>
<i>Does he have five suitcases?</i>
<i>Does he have any clothes?</i>
<i>Does he have any gold?</i> etc.
C: <i>Yes, he does/No, he doesn't.</i>

Ask questions with *How much?/How many?*T: *How many suitcases does he have?**How much perfume does he have?**How many CDs does he have?**How many portable CD players does he have?*

- Pair Work on the conversation.

- Act out this mini-conversation.
 

A: <i>Do you have anything to declare?</i>
B: <i>Yes, I do.</i>
A: <i>What do you have?</i>
B: <i>I have some....</i>
A: <i>Oh, how much/many...?</i>
B: <i>I have....</i>

- Pair Work as in step 12.

- Write on the board and have students copy the following:

What	do	you	have?
How much		we	
How many		they	
		I	
	does	he	
		she	
		it	

- Assign the questions and exercise for written work either in class or for homework.

**Suggestions for further activities**

- Role play. Students role play the customs situation, but use a bag with some props in it, e.g., some bottles labeled "perfume," boxes labeled "CD," watches, boxes labeled "gold," "diamonds," etc. As a surprise, you might add comic elements: a cutout of a fish, a large cake, 100-lb weights, a potted plant, etc.
- Ask transfer questions. T: *What do you have in your pocket/bag/bedroom/car?* Where appropriate, ask *How much?/How many?* This can be continued in pairs. The teacher could write a list of cues on the board.
- Extend the transfer questions: T: *What do you have in your dreams?* S: *I have a lot of money/trips to Hawaii/a big family in my dreams.* T: *How much money/many trips/many children do you have,* etc.

**Customs Officer:** Good morning. May I see your passport?  
**Ralph:** Sure. Here it is.  
**C.O.:** Thank you. Hmm. OK. Do you have anything to declare?  
**Ralph:** No, I don't.  
**C.O.:** You have six suitcases. Is that right?  
**Ralph:** Yes, that's right.  
**C.O.:** What do you have in your cases?  
**Ralph:** Clothes. And I have some compact discs and some perfume.  
**C.O.:** How much perfume do you have?  
**Ralph:** One bottle.  
**C.O.:** OK. And how many CDs do you have?  
**Ralph:** Um...three.  
**C.O.:** Fine. Do you have anything else?  
**Ralph:** No, I don't.  
**C.O.:** Good. Now open this suitcase, please.  
**Ralph:** Huh? What?  
**C.O.:** Open your suitcase. Now, let's see. Well, look at this. You have three portable CD players, five...no, six large bottles of perfume, and a lot of CDs.

**Questions**

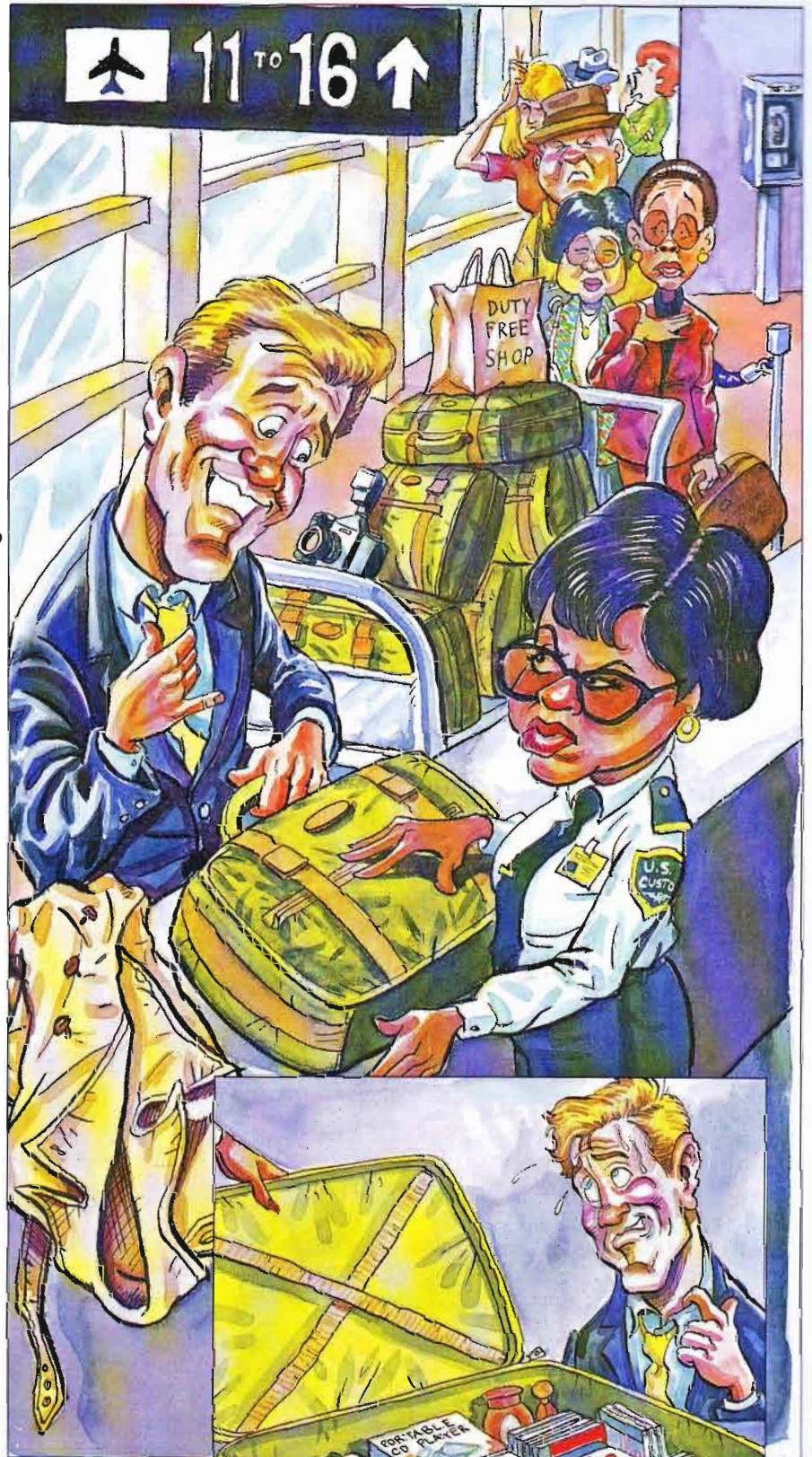
1. How many suitcases does Ralph have?
2. Does he have any CD players?
3. Ask, "How many?"
4. Does he have any perfume?
5. Ask, "How much?"
6. Does he have any CDs?
7. Ask, "How many?"

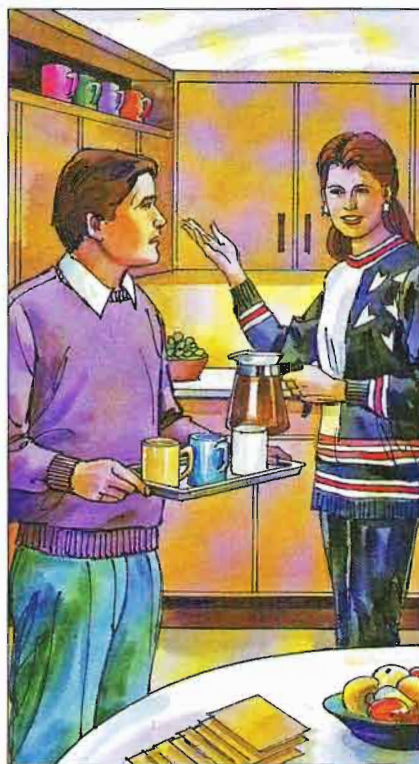
**Exercise**

*How much perfume does she have?  
 How many cameras does she have?*

Write four questions:

1. . . . gold . . . ?
2. . . . money . . . ?
3. . . . rings . . . ?
4. . . . watches . . . ?





**Lucy:** Hi, George. It's a great party.  
**George:** Thank you. How about some more salad?  
**Lucy:** Thanks.  
**George:** Which plate is yours?  
**Lucy:** That one's mine.  
**George:** Which one?  
**Lucy:** The empty one!

**George:** Charles and Lucy would like some more coffee.  
**Linda:** OK. Which mugs are theirs?  
**George:** Uh, the blue one's his, and the white one's hers.  
**Linda:** Are you sure?  
**George:** Um, I don't know.  
**Linda:** George! Give them fresh mugs. There are some on the shelf.

**Charles:** Good night and thanks for a lovely evening.  
**George:** Now, which coats are yours?  
**Charles:** Those coats are ours.  
**George:** Which ones?  
**Charles:** The black one and the gray one.  
**George:** Ah, yes....  
**Charles:** Thanks. The gray one's mine, and the black one's hers.

**Exercise 1**

*cookie*

Which one would you like? I'd like the small one.

- 1. ice-cream cone    chocolate/vanilla
- 2. pizza                hot/cold
- 3. apple                red/green



**Exercise 2**

*pens*

Which ones would you like? I'd like the blue ones.

- 1. envelopes            small/large
- 2. notepads            plain/lined
- 3. computers            black and white/color



**Exercise 3**

Example:  
 It's my pen.                    *It's mine.*  
 They're our books.         *They're ours.*

- 1. It's his car.                    . . . .
- 2. It's their house.             . . . .
- 3. It's Michael's coat.         . . . .
- 4. It's her hat.                    . . . .
- 5. It's your house.             . . . .
- 6. It's Maria's bag.             . . . .
- 7. They're our friends.        . . . .
- 8. They're your pens.         . . . .

**Target structures**

Which one's mine?/yours?/his?/hers?  
Which ones are ours?/theirs?/John's?

The (gray) one's (mine).      Which one/ones would you like?  
The (black) ones are (hers).      I'd like the (big) one/ones.

**Expressions**

How about some more (salad)?      Good night.  
Are you sure?      Thanks for a lovely evening.  
I don't know.

**Vocabulary**

party	notepad	fresh	lined
mug	bag	lovely	black and white
evening	friend	plain	color (monitor)
envelope			

- Briefly review the previous lesson.
- Focus attention on the first picture. Have students cover the conversation. Play conversation 1 or act it out.
- Listen and repeat conversation 1.
- Silent reading of conversation 1.
- Pair Work on conversation 1.
- Hold up a pen and say: *It's my pen...it's mine.* Point to a student's pen. T: *It's your pen...it's yours.* Have students listen and repeat.
- Take a student's pen. Add it to yours. T: *The (black) one's mine. The (red) one's yours.* Have students listen and repeat.
- Have students listen and repeat. T: *Which one's mine? Which one's yours?*
- Collect objects from several students. Add them to objects of your own. Ask questions.  
T: *Which one's yours?/mine?*  
S: *The red one's mine. The blue one's yours,* etc.  
T: *Ask me/Ask him/Ask her.*
- Pair Work. Students pool their possessions, and ask each other: *Which one's yours?/mine?*
- Focus attention on the second picture. Have students cover the conversation. Play conversation 2 or act it out.
- Listen and repeat conversation 2.
- Silent reading of conversation 2.
- Pair Work on conversation 2.
- Take two students' pens. *Which pen's his? The (red) one's his. Which one's hers? The (blue) one's hers.* Have students listen and repeat.
- Collect several pens from students, saying: *Look at this pen...it's (Yoshi's). Look at this pen...it's (Maria's).* Point to the collection and say: *Which pen is Yoshi's? The blue one's Yoshi's,* etc.

17. Take two students' pens. T: *Which pens are theirs? These pens are theirs.* Have students listen and repeat.

18. Focus attention on the third picture. Have students cover the conversation. Play conversation 3 or act it out.

19. Listen and repeat conversation 3.

20. Silent reading the conversation 3.

21. Pair Work on conversation 3.

22. Bring up a student. Add his pen to your own. T: *These pens are ours.* Have students listen and repeat.

23. Write on the board and have students copy:

Which	one is	mine?	The red	one is	mine.
	one's	yours?	The new	one's	yours.
		his?	This		his.
		hers?	That		hers.
		John's?			John's.
		ours?			ours.
		theirs?			theirs.

Note that there are no apostrophes in the possessive case of personal pronouns.

24. Listen and Repeat.

<i>It's my pen...it's mine.</i>	<i>It's our classroom...it's ours.</i>
<i>It's your book...it's yours.</i>	<i>It's your car...it's yours.</i>
<i>It's his watch...it's his.</i>	<i>It's their house...it's theirs.</i>
<i>It's her purse...it's hers.</i>	<i>It's John's chair...it's John's.</i>

25. Practice:

T: <i>It's my pen.</i>	Continue:
T: <i>It's mine.</i>	<i>It's your book.</i>
T: <i>It's your book.</i>	<i>It's his watch.</i>
T: <i>It's yours.</i>	<i>It's her purse.</i>
T: <i>It's my pen.</i>	<i>It's our classroom.</i>
C: <i>It's mine.</i>	<i>It's their house.</i>
	<i>It's John's chair.</i>

26. Practice:

T: *mine*  
C: *Which one's mine?*  
Continue: *ours/his/yours/John's/theirs/hers*

27. Practice:

T: <i>Look at John's car.</i>	Continue:
T: <i>Which one's his?</i>	<i>Look at John's pens.</i>
T: <i>Look at John's pens.</i>	<i>Look at their house.</i>
T: <i>Which ones are his?</i>	<i>Look at their coats.</i>
T: <i>Look at John's car.</i>	<i>Look at her books.</i>
C: <i>Which one's his?</i>	<i>Look at her car.</i>

28. T: *My car's red. I have a red car, but I'd like a blue one.*

Practice:

T: *red...blue*  
T: *I have a red car, but I'd like a blue one.*  
Continue: *white...black/old...new/small...big/slow...fast*

29. Application.

(a) T: *What kind of car would you like?*  
Have students make up free sentences as above.  
(b) T: *I have a black-and-white computer, but I'd like a color one. I have an old watch, but I'd like a new one.*  
The students make up sentences.

30. Go through the exercises orally and assign them for written work in class or for homework.

See **Suggestions for further activities** on page 93.

**Target structures**

May I help you?  
 May I borrow (your newspaper)?  
 May I see your ticket?

**Expressions**

May I help you?  
 Where to?  
 When?  
 Around (six o'clock).  
 Is this seat taken?  
 Is it OK if I sit here?  
 May I borrow (it)?  
 for a minute  
 of course  
 Put it right here.  
 Good afternoon.

**Vocabulary**

information	<i>luggage</i>	<i>sit</i>
tomorrow	<i>guitar case</i>	<i>borrow</i>
morning	<i>golf bag</i>	<i>carry</i>
afternoon	<i>departure board</i>	
o'clock	<i>track</i>	<i>heavy</i>
6:40, 7:20, etc.	<i>gate</i>	<i>wrong</i>
map	<i>flight</i>	
timetable		<i>about</i>
ticket		

- Briefly review the previous lesson.
- Conversation M-N. Set up the situation. Focus attention on the picture. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat Conversation M-N.
- Practice:
 

T: <i>trains</i>	Continue:
T: <i>I'd like some information about the trains, please.</i>	<i>buses</i>
T: <i>buses</i>	<i>planes</i>
T: <i>I'd like some information about the buses, please.</i>	<i>limousines</i>
T: <i>trains</i>	<i>taxis</i>
C: <i>I'd like some information about the trains, please.</i>	
- Write these times on the board: 6:40, 7:20, 8:30, 9:50, 3:10.  
 T: *Listen and repeat.* (Six-forty, etc.)  
 Point to the times at random, to elicit a choral response. Distinguish between AM and PM for the class.
 

T: <i>6:40 in the evening</i>	Continue:
T: <i>6:40 PM</i>	<i>6:14 in the evening</i>
T: <i>6:40 in the morning</i>	<i>6:40 in the morning</i>
T: <i>6:40 AM</i>	<i>10:20 in the morning</i>
T: <i>8:30 in the morning</i>	<i>9:50 in the evening</i>
C: <i>8:30 AM</i>	<i>etc.</i>
- Focus attention on Conversation M-N. The students look and listen. Play the recording or act out the conversation.
- Silent reading of Conversation M-N.
- The teacher takes the part of M, the class in chorus takes the part of N. Go through the conversation. Then the teacher takes the part of N, the class in chorus takes the part of M. Go through the conversation.
- Pair Work on Conversation M-N.

**10.** Application. Students listen to and repeat the destinations on the timetable: *Niagara Falls, Ottawa, Winnipeg*. The teacher selects a student and acts out Conversation M-N, substituting other destinations and times. Students do the same in pairs, using the train timetable.

**11.** Conversation O-P. Follow the same procedure as for Conversation M-N, but include steps 12 and 13.

<b>12.</b> Practice:	Continue:
T: <i>newspaper</i>	<i>pen</i>
T: <i>Is that your newspaper?</i>	<i>key</i>
T: <i>pen</i>	<i>umbrella</i>
T: <i>Is that your pen?</i>	<i>magazine</i>
T: <i>newspaper</i>	
C: <i>Is that your newspaper?</i>	

<b>13.</b> Practice:	Continue:
T: <i>pen</i>	<i>newspaper</i>
T: <i>May I borrow your pen?</i>	<i>book</i>
T: <i>newspaper</i>	<i>key</i>
T: <i>May I borrow your newspaper?</i>	<i>car</i>
T: <i>pen</i>	<i>umbrella</i>
C: <i>May I borrow your pen?</i>	

**14.** Conversation Q-R. Follow the same procedure as for Conversation M-N, but include steps 15 and 16.

<b>15.</b> Practice:	Continue:
T: <i>I have one suitcase.</i>	<i>They have one suitcase.</i>
T: <i>Can I carry it with me?</i>	<i>She has one suitcase.</i>
T: <i>They have one suitcase.</i>	<i>We have one suitcase.</i>
T: <i>Can they carry it with them?</i>	<i>He has one suitcase.</i>
T: <i>I have one suitcase.</i>	
C: <i>Can I carry it with me?</i>	

<b>16.</b> Practice:	Continue:
T: <i>I have one suitcase.</i>	<i>She has two bags.</i>
T: <i>Can I carry it with me?</i>	<i>We have three suitcases.</i>
T: <i>She has two bags.</i>	<i>He has one suitcase.</i>
T: <i>Can she carry them with her?</i>	<i>They have four bags.</i>
T: <i>I have one suitcase.</i>	
C: <i>Can I carry it with me?</i>	

**17.** Focus attention on the substitution conversations and on the departure boards. Explain that there are two different conversations here—at the train station and in the airport. Select a student and act out a conversation at the train station. Select another student and act out another conversation, this time at the airport. Select pairs of students to act out conversations.

**18.** Pair Work. Students act out conversations using the cues. They should do it at least four times, reversing roles and changing venues.

**19.** Students write out two conversations (one airport, one train station) using the substitution conversation, in class or for homework.

**Suggestion for further activities**

Distribute copies of real timetables. Students act out conversations similar to M-N or A-B.

M: Excuse me.  
 N: May I help you?  
 M: I'd like some information about the trains.  
 N: Where to?  
 M: Montreal.  
 N: When?  
 M: Tomorrow.  
 N: Morning or afternoon?  
 M: Evening. Around six o'clock.  
 N: OK. There's one at 6:40.  
 M: Thanks.

Timetable			
Montreal	5:40	6:40	7:30
Niagara Falls	5:20	6:20	7:20
Ottawa	5:50	6:50	7:50
Winnipeg	5:30	6:10	6:30



O: Excuse me, is this seat taken?  
 P: No, it isn't.  
 O: Is it OK if I sit here?  
 P: Yes, of course.  
 O: Is that your newspaper?  
 P: Yes, it is.  
 O: May I borrow it for a minute?  
 P: Yes, sure.



Q: Good morning. May I see your ticket, please?  
 R: Yes. Here it is.  
 Q: OK. Do you have any luggage?  
 R: Yes, one suitcase.  
 Q: Put it right here.  
 R: Can I carry it on the plane with me? It isn't heavy.  
 Q: No, I'm sorry. It's the wrong size.



Look at the departures boards and practice conversations:

A: Excuse me.

B: Yes, sir. May I help you?  
 ma'am. Can

A: Which track is the Oakland train, please?  
 gate Chicago flight,

B: The 9:30 is on track eighteen.  
 3:50 at gate sixteen.

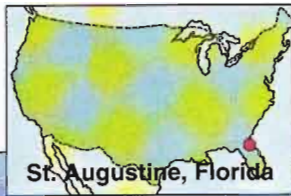
A: Sorry. Is that (eight) or (eighteen)?

B: (Eighteen).

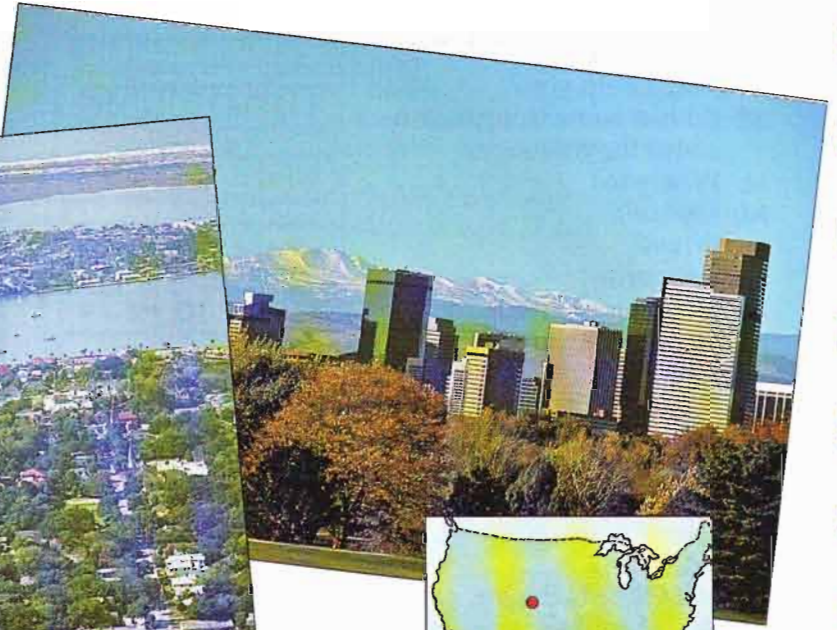
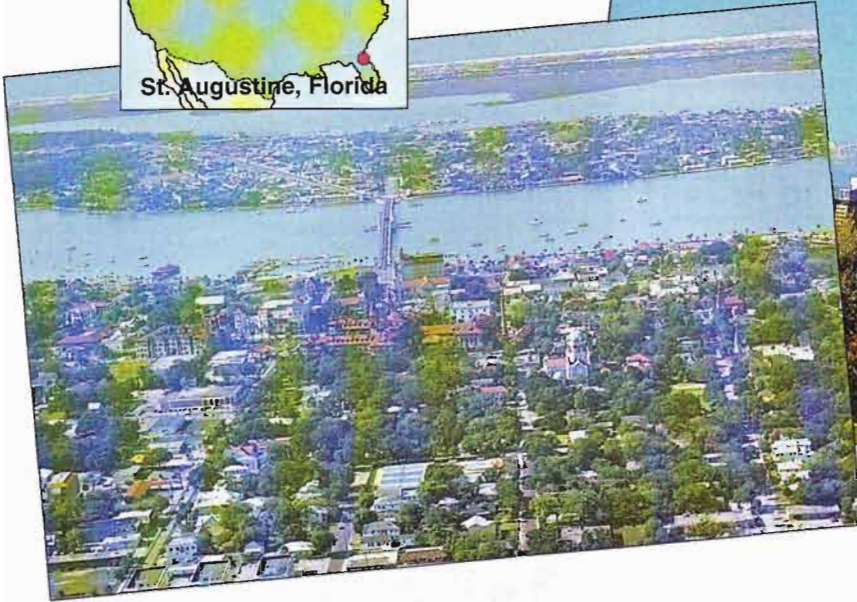
TRAIN DEPARTURES		TIME NOW	9:08
DESTINATION	TIME	TRACK	
ST. LOUIS	9:10	29	
WASHINGTON	9:20	7	
OAKLAND	9:30	18	
MINNEAPOLIS	9:40	8	
NEW YORK CITY	9:50	17	

FLIGHT DEPARTURES		TIME NOW	3:17
FLIGHT#	DESTINATION	GATE	TIME
FL349	Orlando	4	3:20
SC168	New Orleans	19	3:30
CE411	Vancouver	6	3:40
TG572	Chicago	16	3:50
SE902	Atlanta	14	4:00
TG705	Mexico City	9	4:10





St. Augustine, Florida



Denver, Colorado

Look at these facts. Which ones are about St. Augustine and which ones are about Denver?  
Underline the facts about St. Augustine.

- It's on the Atlantic Ocean.
- It's near the Rocky Mountains.
- It's a modern city (first houses in 1858).
- It's an old town (built 1565, the first town in North America).
- There are a lot of old Spanish buildings.
- It's 1,600 meters above sea level.
- There are some beautiful old churches.
- There are some military bases in the city.
- It's very cold in winter.
- It has a population of half a million.
- It's a center for winter sports.
- You can find gold and silver in the area.
- It has a large airport.
- The weather is hot in the summer, warm in winter.
- There are two rivers in the city.
- There's an old Spanish fortress.
- Tourism is very important in this small town.
- There are two universities and a lot of colleges in the town.
- It has a population of around 12,000.
- It's the state capital of Colorado.

Ask another student questions:

Does Denver have a population of 12,000?

Can you find gold near St. Augustine?

Are there a lot of old Spanish buildings in Denver?

Ask your teacher the answers!

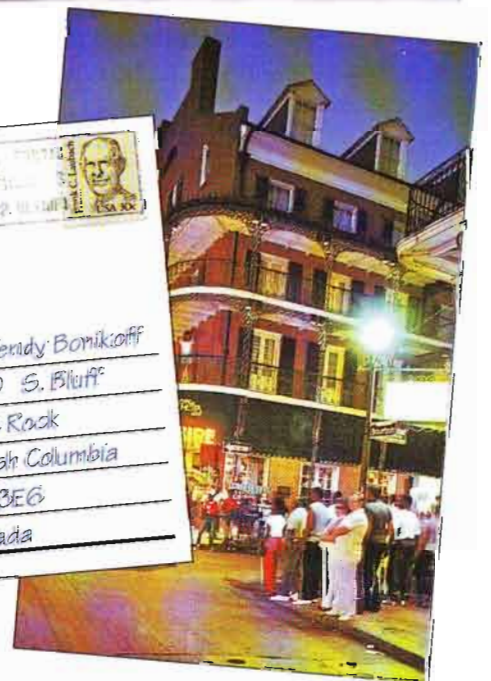
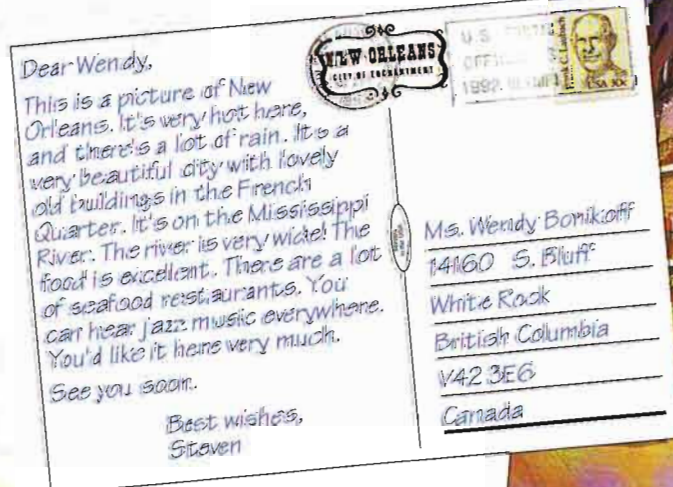
Which city would **you** like to visit?  
 Denver or St. Augustine? Why?

### Exercise 1

Write eight sentences about your town.

### Exercise 2

Write a postcard from **your** town.



### Target structures

Review.  
Guided discussion.

### Expressions

(1,600) meters above sea level  
have a population of (one million)

Letter format:  
Names and addresses  
Dear (Wendy),  
See you soon.  
Best wishes,

### Vocabulary

ocean	population	fortress	near
mountain	half	tourism	modern
city	million	university	built
area	center	college	above
building	sports	tourism	important
meter	silver	state	lovely
sea level	airport	capital	wide
church	weather	seafood	excellent
military base	summer	jazz music	
winter	river	rain	hear

- Briefly review the previous lesson.
  - Focus attention on the photographs of Denver and St. Augustine (ô-gus-ten). T: *What can you see?* Elicit or give students vocabulary: *skyscraper(s), bridge(s), office building(s), park(s), downtown, on the coast, etc.*
  - Students read the facts. Explain any difficult vocabulary. Students underline the facts about St. Augustine (first column: 1st line, 4th line, 5th line, 7th line; second column: 14th line, 16th line, 17th, 19th line).
  - Students compare answers in pairs. They do this by asking each other questions like those below the facts:  
S1: *Does Denver have a population of 12,000?* S2: *No, it doesn't.*
  - Go over the answers by asking *True/False* questions to the class, e.g., *Denver's on the Atlantic Ocean. True or false?*  
C: *False. St. Augustine's on the Atlantic Ocean.*
  - Guided class discussion. Students say which city they would like to visit, and why, referring to the facts. Write *I'd like to visit \_\_\_\_\_.* Why? *Because...* on the board and give a few example sentences before asking individual students: T: *I'd like to visit Denver because I like skiing. I'd like to go to St. Augustine because it's warm in winter.* Encourage students to be inventive.
  - Pair Work. Students ask and answer in pairs as in step 6.
  - Transfer. Students make sentences about their own towns and cities. If you can, find out some facts and figures about their cities before the lesson, so that you can prompt them. Write on the board:  
*It's a (modern city). There is...*  
*It's near... There are...*  
*It's on (a river/ocean). It has a population of...*  
*The weather is... (Tourism) is very important...*
- Ask individual students to make sentences beginning with these phrases. For the population, give help with numbers. Write on the board: 100,000; 120,000; 250,000; 1,500,000, etc. Students listen and repeat. Then point at random. Students say the number.

9. Pair Work. Students tell each other about their towns. If they all come from the same place, they take turns making sentences about it, or describe another town nearby.

10. Assign Exercise 1 as written work in class or for homework.

11. T: *My last name's (Brown). B-R-O-W-N.* Write it on the board. Say to several students:  
T: *What's your last name?*  
S: *(Garcia).*  
T: *How do you spell it?* Explain this.  
S: *G-A-R-C-I-A.* Write the student's name on the board.  
T: *Ask him/Ask her/Ask each other.*  
Write on the board and have students copy *How do you spell it?*

12. Follow the procedure in step 11 with first names.

13. Explain: *Mr./Ms./Mrs./Miss.* Add the appropriate one to your name. Ask students: *Are you married or single?* Add the appropriate titles to their names on the board.

14. T: *What's your address? Ask me/him/her.*  
Add your address to your name on the board.

15. T: *What's your zip code? Do you know?* Have them ask each other, and you. Add it to the board.

16. Have students write out their full names and addresses.

17. Pair Work. Have students dictate their names and addresses in pairs. Tell them to use *How do you spell it?*

18. T: *I have a postcard from New Orleans.*  
Read out the postcard. (Books closed.) Substitute your name. Students listen.

19. Refer students to the postcard. Say: *Listen.* Read it again.

20. Silent reading of the postcard.

21. Questions and Answers.

*What city is in the picture? What can you see in the picture?*  
*How's the weather? How's the city? Where is it?*  
*What is there in the French Quarter?*  
*How's the food?*  
*Are there any seafood restaurants? Ask how many.*  
*What can you hear?*

22. Practice:

T: *the weather*  
T: *How's the weather?*  
T: *the buildings*  
T: *How are the buildings?*  
T: *the weather*  
C: *How's the weather?*

Continue:

*the buildings*  
*the food*  
*the restaurants*  
*the school*  
*the teachers*  
*the students*

23. Pair Work. Have students ask each other about their cities, the food, the people, the restaurants, etc.

24. Prepare the students to write a postcard. Write the adjectives from the vocabulary list on the board, and add others, e.g., *old, new, hot, dry, cold, beautiful, large small, boring, exciting, ugly, etc.* Explain how to begin (*Dear ...*) and how to end the postcard (*Best wishes/Love/Sincerely*).

25. Students write their postcards to their partners, then exchange postcards and read them aloud.

See **Suggestions for further activities** on page 93.

**Target structures**

Present Continuous Tense:

*I'm/You're/He's working*, etc.*Am I/Are you/Is he working?* etc. Yes, (I am)/No, (I'm not).*I'm not/You aren't/He isn't working*, etc.*What am I/Are you doing?* etc.**Vocabulary**

<i>work</i>	<i>write</i>	<i>picnic</i>	<i>busy</i>
<i>read</i>	<i>draw</i>	<i>4th of July</i>	
<i>drink</i>	<i>type</i>		
<i>sleep</i>	<i>run</i>		
<i>dance</i>	<i>stand up*/stand*</i>		
<i>sing</i>	<i>sit down*/sit*</i>		
<i>eat</i>			

\*Note: *Stand up* and *sit down* are more commonly used in the command form. We recommend avoiding the preposition (*up/down*) with the present progressive tense at this time.

**1.** Briefly review the previous lesson.

**2.** Briefly review the verb *to be* in the affirmative, negative, and question forms by asking questions: *Are you tired/hungry/sleepy?* etc. *Ask me/Ask him/Ask her.*

**3.** Choose a male student:

T: *Stand up! He's standing.... Repeat.*

Choose a female student:

T: *Stand up! She's standing.... Repeat.*

Choose two students:

T: *Stand up! They're standing.... Repeat.*

Choose two students; bring them to join you.

T: *We're standing.... Repeat. I'm standing.*

Say *Stand up* to individual students and get them to say *I'm standing*.

Then say *Stand up! You're standing*.

Indicate yourself to elicit *You're standing* from the class.

**4.** Repeat the above procedure using three verbs: *Sit down!* (He's sitting.) *Write your name!* (He's writing.) *Read your book!* (He's reading.)

**5.** Practice:

T: *I*

T: *I'm speaking.*

T: *He*

T: *He's speaking.*

T: *I*

C: *I'm speaking.*

Continue:

*He*

*You*

*She*

*We*

*They*

*I*

**6.** T: *Look at him...he isn't standing.... Repeat.*

Continue: *Look at her...she isn't standing.... Repeat.*

*Look at them...they aren't standing.... Repeat.*

Point at a student and say: *You aren't standing.*

Sit down; point to yourself to elicit: *You aren't standing.*

T: *I'm not standing.* Point to students to elicit: *I'm not standing.*

T: *We aren't standing. Repeat!*

**7.** Repeat the above procedure using *sit*, *write*, and *read*.

**8.** Practice:

T: *I'm writing.*

T: *You aren't writing!*

T: *He's speaking.*

T: *He isn't speaking!*

T: *I'm writing.*

C: *You aren't writing!*

Continue:

*He's speaking.*

*They're reading.*

*She's standing.*

*We're walking.*

*You're reading.*

(Use gesture to elicit *We*.)

**9.** Practice:

T: *He's reading.*

T: *Is he reading?*

T: *They're writing.*

T: *Are they writing?*

T: *He's reading.*

C: *Is he reading?*

Continue:

*They're writing.*

*She's sitting.*

*I'm standing.*

*We're speaking.*

*They're listening.*

**10.** Practice:

T: *he*

T: *Is he sitting?*

T: *we*

T: *Are we sitting?*

T: *he*

C: *Is he sitting?*

Continue:

*we*

*I*

*she*

*they*

*you*

**11.** Ask questions.

T: *Are you listening? Ask him/Ask her/Ask me. Is he writing?* etc.

C: *Yes, I am/No, I'm not/Yes, he is*, etc.

**12.** Pair Work. Students ask and answer as in step 11.

**13.** Focus attention on the first picture. Have students cover the conversation. Set up the situation. Play the recording or act out the conversation.

**14.** Listen and repeat the conversation.

**15.** Practice:

T: *he*

C: *What's he doing?*

Continue: *you/she/they/I/we*

**16.** Silent reading of the conversation.

**17.** Pair Work on the conversation.

**18.** Focus attention on the second picture (the picnic). Have students cover the text.

T: *These people are having a picnic now. Look, listen, and repeat.*

(a) *She's singing.* (c) *He's sleeping.* (e) *She's cooking.*

(b) *They're dancing.* (d) *They're eating.* (f) *She's drinking.*

**19.** Ask questions:

T: *Look at A. What's she doing?* C: *She's singing.* (Chorus and individual response). Do the same for B-F.

**20.** Pair Work. Students ask and answer as in step 19.

**21.** Ask questions. T: *Look at A. Is she drinking?* C: *No, she isn't.* T: *Is she singing?* C: *Yes, she is.*

**22.** Pair Work. Students ask and answer as in step 21.

**23.** Assign Exercise 1 for written work.

**24.** Focus attention on the third picture (the office). Follow the procedure as in steps 18 and 23.

**25.** Point out the spelling rules:

a) Most root words do not change spelling before adding a suffix beginning with a vowel (*work/working*); b) Words ending in silent *e* usually drop the *e* before a suffix beginning with a vowel (*write/writing*); c) Words ending with a single consonant preceded by a single vowel usually double the consonant before a suffix beginning with a vowel (*sit/sitting*). Ask the class to study the rules for homework. Assign Exercise 3 for homework.

See **Suggestions for further activities** on page 94.

Laura: Hello.  
 Jamie: Hello, Laura. Is Scott there?  
 Laura: Oh, hi, Jamie. Yes, he is. But he's busy.  
 Jamie: Is he working?  
 Laura: No, he isn't working. He's in the kitchen.  
 Jamie: What's he doing?  
 Laura: He's cooking.  
 Jamie: What are you doing?  
 Laura: I'm reading.

**Questions**

1. Is Scott working?
2. What's he doing?
3. Is Laura cooking?
4. What's she doing?



Look at the picture.



**Exercise 1**

- She's cooking. . E . .
- She's drinking. . . . .
- He's sleeping. . . . .
- They're dancing. . . . .
- She's singing. . . . .
- They're eating. . . . .

**Exercise 2**

- G. What's he doing? He's writing.
- H. . . . .
- I. . . . .
- J. . . . .
- drawing/typing/reading



**Look at these words:**

- |       |          |       |          |
|-------|----------|-------|----------|
| work  | working  | dance | dancing  |
| cook  | cooking  | write | writing  |
| read  | reading  | type  | typing   |
| eat   | eating   |       |          |
| drink | drinking |       |          |
| sing  | singing  | sit   | sitting  |
| sleep | sleeping | run   | running  |
| draw  | drawing  | swim  | swimming |

**Exercise 3**

- swimming/eating
- He's swimming.
- She isn't swimming.
- Is she eating? Yes, she is.
- Is he eating? No, he isn't.
- reading/writing
- . . . . .
- . . . . .
- . . . . .
- . . . . .

Carlos is a student. He's staying with the Flynnns, a family in Boston.

**Carlos:** Mrs. Flynn, can you help me? I'm doing my homework, and I can't understand this word.

**Mrs. Flynn:** Which one? Oh, that's difficult. I'm sorry, Carlos. I can't help you now. I'm watching TV. I can help you later.

**Carlos:** Oh? What are you watching?

**Mrs. Flynn:** I'm watching an old Western with Clint Eastwood.

**Carlos:** Can Mr. Flynn help me?

**Mrs. Flynn:** Well, no, he can't. Not now. He's reading.

**Carlos:** What's he reading?

**Mrs. Flynn:** He's reading a magazine.

**Carlos:** What about Kate?

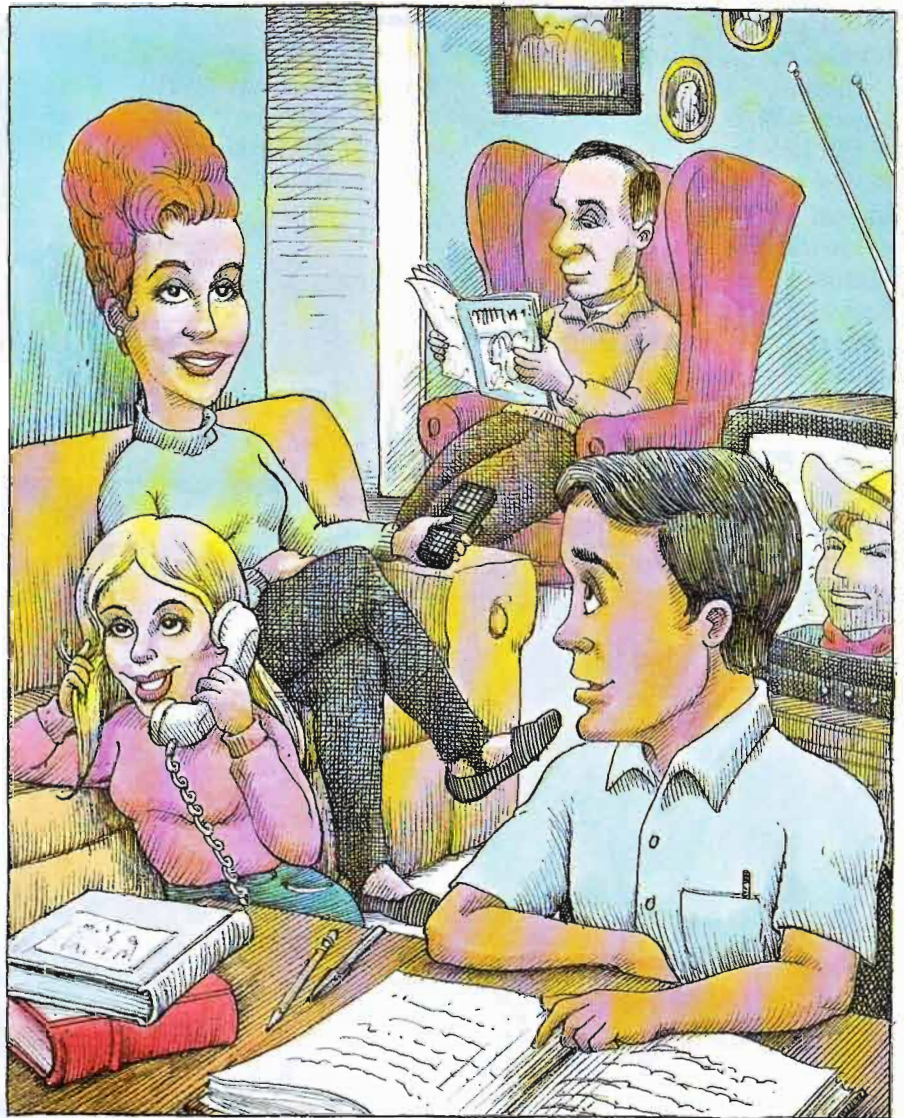
**Mrs. Flynn:** Oh, she can't help you now. She's talking on the phone.

**Carlos:** Who's she talking to?

**Mrs. Flynn:** I don't know.

You're asking a lot of questions tonight, Carlos!

**Carlos:** Yes, I know. I'm practicing my English.



### Exercise

Jill and John/tennis.  
What are Jill and John doing?  
They're playing tennis.

Mr. and Mrs. Nelson/television  
Kate/her car  
Mr. Wilson/a letter  
Kenji/a letter  
Debbie and Joe/a box  
Tony/coffee

watching  
drinking  
carrying  
washing  
writing  
typing

MR. and MRS. NELSON



JILL and JOHN



MR. WILSON



KATE



DEBBIE and JOE



KENJI



GEORGE



TONY

George is lonely and unhappy. His friends are busy today.

## Target structures

He's reading (something). What's he reading?  
 She's talking to (someone). Who's she talking to?  
 Who's writing a letter? Kenji is.

## Expression

What about (Kate)?

## Vocabulary

understand	homework	difficult
watch	word	later
talk (on the phone)	Western (movie)	lonely
wash	question	tonight
ask		today
		unhappy
		someone
		something

- Briefly review the previous lesson.
- Focus attention on the picture. Have students cover the conversation. Set up the situation. Play the first part of the conversation or act out the conversation (down to *an old Western with Clint Eastwood*).
- Listen and repeat the first part of the conversation.
- Practice:
 

T: Can you help me?	Continue: she
T: she	us
T: Can she help me?	they
T: us	him
T: Can she help us?	we
T: Can you help me? Repeat!	her
C: Can you help me?	he
- Practice:
 

T: I	Continue: He
T: I'm doing my homework.	They
T: He	She
T: He's doing his homework.	You
T: I	We
C: I'm doing my homework.	
- Practice:
 

T: I'm watching something.	Continue: He's watching something.
T: What are you watching?	They're watching something.
T: He's watching something.	She's watching something.
T: What's he watching?	The children are watching something.
T: I'm watching something.	Mrs. Flynn's watching something.
C: What are you watching?	
- Silent reading of the first part of the conversation.
- Questions and Answers.
 

T: Is Carlos a teacher? Ask, "What?" (What is Carlos?) Is he watching television? Ask, "What?" (What is he doing?) Is there a difficult word? Can he understand it? Can Mrs. Flynn help him? Is she reading? Ask, "What?" (What is she doing?)
- Pair Work on the first part of the conversation.
- Focus attention on the picture again. Have students cover the conversation. Play the second part of the conversation (down to *He's reading a magazine*).
- Listen and repeat the second part of the conversation.
- Silent reading of the second part of the conversation.

- Questions and Answers.
 

T: Is Mr. Flynn watching television? Ask, "What?" (What is he doing?) Can he help Carlos now?
- Pair Work on the second part of the conversation.
- Focus attention on the picture again. Have the students cover the conversation. Play the third part of the conversation.
- Listen and repeat the third part of the conversation.
- Practice:
 

T: She's talking to someone.	Continue: I'm talking to someone.
T: Who's she talking to?	They're talking to someone.
T: I'm talking to someone.	He's talking to someone.
T: Who are you talking to?	Kate's talking to someone.
T: She's talking to someone.	
C: Who's she talking to?	
- Silent reading of the third part of the conversation.
- Questions and Answers.
 

T: Can Kate help him now?  
 Is she talking to someone? Ask, "Who?" (Who is she talking to?)  
 Is Carlos asking a lot of questions?  
 What is he practicing?
- Pair Work on the third part of the conversation.
- Play the recording of the complete conversation.
- Refer students to the pictures for the exercise.
 

T: Listen.  
 Poor George. His friends are busy today. He's lonely and unhappy.  
 Tony's drinking coffee.  
 Mr. and Mrs. Nelson are watching TV.  
 Kate's washing her car.  
 Mr. Wilson's typing a letter.  
 Kenji's writing a letter.  
 Debbie and Joe are carrying a box.  
 Substitute pronouns for names by going through the list again and saying: Listen and repeat.  
 T: Look at Tony.... He's drinking coffee.  
 Students repeat only: He's drinking coffee.
- Practice:
 

T: Who's drinking coffee?	Continue: Who's watching TV?
T: Tony's drinking coffee.	Who's washing her car?
T: Who's watching TV?	Who's writing a letter?
T: Mr. and Mrs. Nelson are watching TV.	Who's typing a letter?
T: Who's drinking coffee?	Who's carrying a box?
C: Tony's drinking coffee.	

Now select pictures at random and ask individual students.
- Pair Work. Students ask each other questions, as in step 23.
- T: Who's drinking coffee? C: Tony is.  
 Go through the questions in step 23.  
 C: Jill and John are/Mr. Wilson is, etc.
- Pair Work. Students ask and answer questions as in step 25.
- Go through the exercise orally. Assign it for written work in class or for homework.

See **Suggestions for further activities** on page 94.

**Expressions**

How may I help you?  
Excuse me?/Pardon me?  
I'm just looking.  
What make do you want?  
How much can you spend?  
I'm looking for...  
That's too much/too expensive.  
...at \$89.95.

**Vocabulary**

show	make	too (adv)
spend	model	
look for	textbook	
study	title	
teach	dictionary	
	personal stereo	

- Briefly review the previous lesson.
- Conversation S-T. Set up the situation. Focus attention on the picture. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat Conversation S-T.
- Practice:
 

T: Can I help you?	Continue: May I help you?
T: No, thanks. I'm just looking.	Would you like some help?
T: May I help you?	Can I show you something?
T: No, thanks. I'm just looking.	May I show you something?
T: Can I help you?	
C: No, thanks. I'm just looking.	
- Focus attention on Conversation S-T. The students look and listen. Play the recording or act out the conversation.
- Silent reading of Conversation S-T.
- The teacher takes the part of S. The class in chorus takes the part of T. Go through the conversation. Then the teacher takes the part of T, and the class in chorus takes the part of S. Go through the conversation.
- Pair Work on Conversation S-T.
- Application. The teacher selects a student and acts out Conversation S-T, substituting other vocabulary items. Students do the same in pairs, using the cues in the book.
- Conversation U-V. Follow the same procedure as for Conversation S-T, but include steps 11, 12, and 13.
- T: *One hundred and eighty dollars.... Repeat.* Write on the board: \$180.  
Continue: \$250, \$430, \$325, \$99.50, \$575, \$660, \$745. Point to the prices at random to elicit a choral response.
- Practice:
 

T: cameras	Continue: watches
T: Can you show me some cameras, please?	radios
T: watches	cassette recorders
T: Can you show me some watches, please?	color TVs
T: cameras	CD players
C: Can you show me some cameras, please?	

- Practice:
 

T: That camera looks good.	Continue: Those watches look good.
T: Can you show it to me, please?	This color TV looks good.
T: Those watches look good.	These radios look good.
T: Can you show them to me, please?	This cassette recorder looks good.
T: That camera looks good.	That CD player looks good.
C: Can you show it to me, please?	

- Conversation W-X. Follow the same procedure as for Conversation S-T, but include steps 15 and 16.

- Practice:
 

T: textbook	Continue: CD
T: I'm looking for a textbook.	magazine
T: CD	cassette
T: I'm looking for a CD.	dictionary
T: textbook	English book
C: I'm looking for a textbook.	

- Practice:
 

T: This is a good book.	Continue: This is a nice CD.
T: May I see it, please?	This is an interesting magazine.
T: This is a nice CD.	This is a nice cassette.
T: May I see it, please?	This is an excellent dictionary.
T: This is a good book.	This is a good English book.
C: May I see it, please?	

- Scrambled conversation. Students work in pairs to number the sentences and make a conversation.

- Students practice reading the conversation in pairs. Correct order of sentences:

**Student A**

Hello.  
I'm looking for a personal stereo.  
I don't know.  
OK. What's the price?  
That's too much.

Around \$75.  
Could you show it to me?

**Student B**

Hello. Can I help you?  
What make would you like?  
This Sony's very good.  
\$150.  
How much do you want to spend?  
I have this one at \$89.95.  
Sure.

**Suggestions for further activities**

- Role play. Each student thinks of a product (e.g., watch, camera, CD player, television) and lists four brands of that product (e.g., Casio, Swatch, Seiko, Timex) together with imaginary prices. Students then role play a parallel conversation to Conversation U-V as salesperson and customer. The salesperson uses his/her own list.
- Role play. Bring in some books, magazines, cassettes, and dictionaries. Use them as realia for a role play based on Conversation W-X.

S: Can I help you?  
 T: Pardon me?  
 S: Can I help you?  
 T: Oh, no thanks. I'm just looking.

U: Can you show me some cameras, please?  
 V: Sure. What make do you want?  
 U: I'd like a Minolta.  
 V: This one's very good. It's a new model.  
 U: How much is it?  
 V: \$180.  
 U: Oh, that's too expensive.  
 V: How much can you spend?  
 U: Around \$100.  
 V: Here's one at \$99.50.  
 U: Great! Can you show it to me?

W: Good morning.  
 X: Good morning. How may I help you?  
 W: I'm looking for a textbook.  
 X: What's the title?  
 W: *Instant English*. Do you have it?  
 X: Yes. It's over here.  
 W: How much is it?  
 X: \$12.00.  
 W: May I see it, please?  
 X: Sure. There you go.  
 W: Thank you.  
 X: Your English is very good. Are you studying it?  
 W: No. I'm teaching it!

Can I...?  
 May I...?

Pardon me?  
 Excuse me?

cameras (Minolta)  
 CD players  
 (Panasonic)  
 watches (Timex)  
 color TVs (Zenith)

\$180/\$100/\$99.50  
 \$185/\$160/\$162  
 \$53/\$30/\$28.75  
 \$500/\$400/\$250

book (*Instant English*)  
 CD (*Rap Hits*)  
 magazine (*Time*)  
 cassette (*English in 20 Minutes*)  
 dictionary (*New Oxford Picture Dictionary*)

\$12.00  
 \$15.99  
 \$2.95  
 \$13.99  
 \$18.95



### Exercise

Number the sentences below and make a conversation.

#### Student A

That's too much.  
 Around \$75.  
 Could you show it to me?  
 Hello.  
 I don't know.  
 OK. What's the price?  
 I'm looking for a personal stereo.

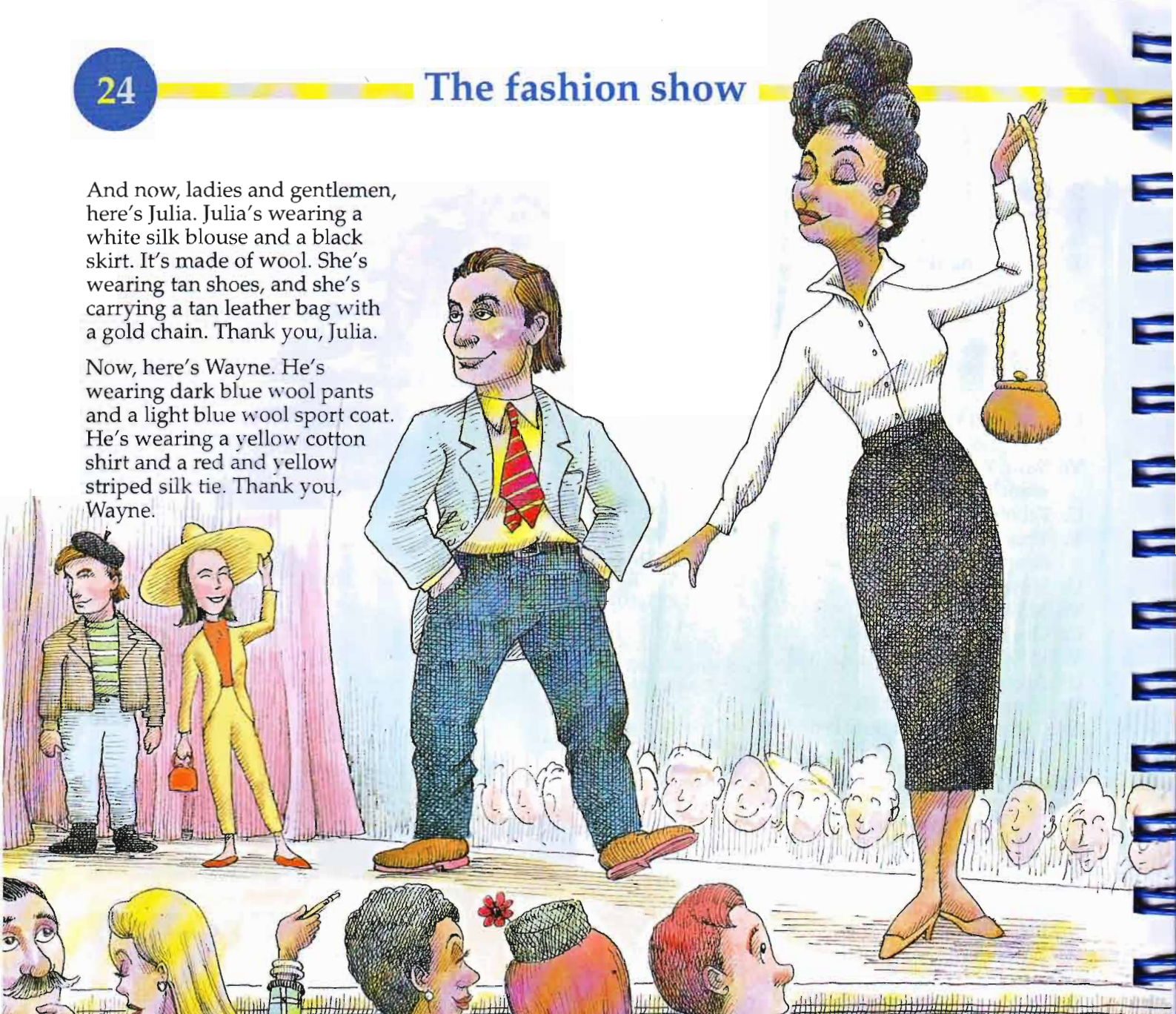
#### Student B

What make would you like?  
 How much do you want to spend?  
 Hello. Can I help you? **2**  
 Sure.  
 \$150.  
 I have this one at \$89.95.  
 This Sony's very good.



And now, ladies and gentlemen, here's Julia. Julia's wearing a white silk blouse and a black skirt. It's made of wool. She's wearing tan shoes, and she's carrying a tan leather bag with a gold chain. Thank you, Julia.

Now, here's Wayne. He's wearing dark blue wool pants and a light blue wool sport coat. He's wearing a yellow cotton shirt and a red and yellow striped silk tie. Thank you, Wayne.



**Exercise 1**

Describe the two other models.

**Exercise 2**

Complete these sentences:

1. Wayne's tie is made of . . . .
2. Wayne's shirt is made of . . . .
3. Wayne's pants are made of . . . .
4. Julia's skirt is made of . . . .
5. Julia's purse is made of . . . .
6. Julia's chain is made of . . . .

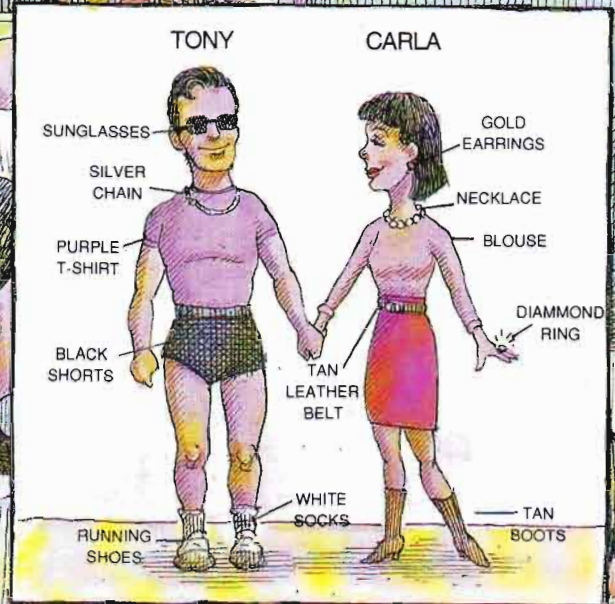
**Exercise 3**

Use the table. Ask another student questions:

What	is	your	skirt	made of?
		his	tie	
		her	purse	
are	your	his	shoes	
		her	pants	
		their	socks	
			jeans	

**Exercise 4**

Write sentences about Tony and Carla.



### Target structures

What's (his shirt) made of? *It's made of (silk).*  
 What are (his pants) made of? *They're made of (cotton).*

Review and continuation: Present Continuous Tense,  
 Adjectives.

sp/leather      dark pink      white cotton

### Expression

Here's (Julia).

### Vocabulary

fashion	sport coat	tan	wear
show	cotton	dark	
lady	tie	light	
gentleman	model (person)	striped	
silk	running shoes	purple	
wool	earrings	denim	
leather	necklace		
chain	belt		

- Briefly review the previous lesson.
- Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out the text.
- Listen and repeat the text.
- Silent reading of the text.
- Questions and Answers.  
 T: *What's her name? Is she wearing a blouse? What color is it? Is it a cotton blouse or a silk blouse?*  
 Ask similar questions about her skirt, shoes, and purse. Follow the same procedure with Wayne.
- Describe what you are wearing to the class. T: *I'm wearing a white shirt (a pink blouse), blue denim pants (a long black skirt), brown leather shoes (black leather shoes), a cheap watch (an expensive watch), etc.*  
 T: *Now describe me.* C: *You're wearing a...*
- Describe a male student and a female student, explaining vocabulary, etc. T: *Now you describe Maria/Juan.*
- Ask questions:  
 T: *Who's wearing blue jeans?*  
 C: *(Maria) is/(Hiroshi) is/(Hiroshi and Maria) are.*  
 S: *I am/He is/You are, etc.*  
 T: *Now ask each other questions.*  
 S1: *Who's wearing a red shirt?* S2: *Hiroshi is, etc.*
- Ask questions and have students ask each other and you questions.  
 T: *Are you wearing a chain?/socks?/a watch?/a ring?, etc.*  
 S1: *Yes, I am/No, I'm not.*  
 T: *Ask Maria.*  
 S1: *Maria, are you wearing a watch?*  
 S2: *Yes, I am/No, I'm not.*
- Pair Work. Students question each other as in step 8.
- Choose two students, one male, one female. Demonstrate a fashion model. T: *You're fashion models.* Describe them. Ask the models to describe themselves. Have students in groups of three prepare a fashion show, with two models and an announcer. Have each group perform their fashion show. You could bring in additional items of clothing to help them, e.g., hats, scarves, jewelry, belts, etc.

**12.** Practice with *too*.  
 T: *I'm wearing (a watch).*  
 Point to a student. T: *He's wearing a watch, too.*  
 T: *He's wearing (a tie). I'm wearing (a tie), too.*  
*Keiko's wearing (shoes). Yumi's wearing (shoes), too, etc.*  
 T: *I'm wearing a (jacket). He's wearing a (jacket).*  
 C: *I'm wearing a (jacket), too.*  
 Continue with:  
*chain/jeans/a shirt*

**13.** Follow the same procedure with *either*.  
 T: *I'm not wearing a hat. He isn't wearing a hat, either, etc.*

**14.** Practice:  
 T: *He's wearing a belt. It's leather. It's black.*  
 T: *He's wearing a black leather belt.*  
 T: *They're wearing jeans. They're blue. They're denim.*  
 T: *They're wearing blue denim jeans.*  
 T: *He's wearing a belt. It's leather. It's black.*  
 C: *He's wearing a black leather belt.*  
 Continue:  
*They're wearing jeans. They're blue. They're denim.*  
*She's wearing a blouse. It's cotton. It's yellow.*  
*We're wearing shoes. They're brown. They're leather.*  
*He's wearing a jacket. It's gray. It's wool.*  
*They're wearing shirts. They're silk. They're white.*

**15.** Write on the board and have students copy:

I'm	wearing a	dark	blue	wool	jacket.
He's		light	red	cotton	shirt.
She's			brown	leather	blouse.
			gray		belt.

**16.** Write on the board and have students copy:  
*I'm wearing brown shoes. She's wearing brown shoes, too.*  
*I'm not wearing a hat. He isn't wearing a hat either.*

**17.** Focus attention on the illustration of Tony and Carla. Talk about what they're wearing. Ask questions about them, with *Ask him/Ask her/Ask me/Ask each other*.

**18.** Practice:  
 T: *This belt is leather.... It's made of leather.*  
*These jeans are denim.... They're made of denim.*  
*This belt is made of leather. Repeat!*  
*These jeans are made of denim. Repeat!*  
 Continue: *shirt/cotton, shoes/leather, desk/wood, window/glass, etc.*

**19.** Point to various objects and articles of clothing. Select students to say S: *It's/They're made of (cotton).*

**20.** Students complete Exercise 2, referring to the texts.

**21.** Point to a student's shirt and say: *What's his shirt made of? Repeat!*  
 Point to a pair of shoes. T: *What are her shoes made of? Repeat!*  
 Get students to point at articles of clothing and objects and make questions.

**22.** Pair Work. Refer students to the table in Exercise 3. Students ask and answer about clothes.

**23.** Have students write the sentences about Tony and Carla for homework. They can, in pairs or independently, decide what clothing items are made of, and include their information in their sentences.

See **Suggestions for further activities** on page 94.

**Target structures**

Present Continuous with prepositions:

outside	in front of
into	behind
out of	across
up	along
from	near
in	around
between	

Why? Because...

**Vocabulary**

wait for	movie	late
come out of	theater	
go in (to)	boy	
buy	steps	
stand (in line)	people	
lie	line	
shout	mustache	
	potato chips	
	scene	
	tracks	
	bend	

- Briefly review the previous lesson.
- Write the prepositions from the Target structures list on the board.
- Demonstrate the meaning of the prepositions, either by mime or simple diagrams on the board (e.g.,  $\square \bullet \square$  *between*). Students listen and repeat, e.g., *Keiko is coming into the room. Repeat! The chair is behind the desk. Maria is sitting between Yoshi and Juan*, etc.
- Focus attention on the first picture. Have students cover the text. Set up the situation. Play the recording or act out the text.
- Listen and repeat Text 1.
- Silent reading of Text 1.
- Questions and Answers.  
Who questions:  
T: *Who's standing outside the theater?* (to elicit: *Victor is.*)  
Who's late?  
Who's looking at his watch?  
Who's coming out of the theater?  
Who's going into the theater?  
Who's running up the steps?  
Who's buying a ticket?  
Who's standing in line outside the theater?

Either/Or questions:

T: *Is Victor standing outside the theater, or is he standing inside the theater?*  
*Is he waiting for his wife, or is he waiting for his friend?* etc.

Wh- questions:

*Where's Victor standing?*  
*Who's he waiting for?*  
*What's he looking at?*  
*Why's he looking at his watch?*  
*Who's coming out of the theater?*  
*Where's the young woman going?*  
*Where's the boy running?*  
*What's the woman buying?*  
*Where are the people standing in line?*

- Get the students to ask questions:

T: *Somebody's late. Ask, "Who?"*S: *Who's late?*T: *Victor's standing. Ask, "Where?"*S: *Where's he standing?*T: *A woman's buying something. Ask, "What?"*S: *What's she buying?*T: *Victor's looking at his watch. Ask, "Why?"*S: *Why's he looking at his watch?*

- Pair Work. Get the students to ask each other questions with *What? Where? Who? Why?*

- Focus attention on the second picture. Have students cover Text 2. Set up the situation. Play the recording or act out the text. Follow the same procedure as in steps 4–9. Ask questions with *What? Who? Where? Why?* Pay special attention to these two questions:

T: *Why is Victor unhappy/Tania angry? C: Because....*

- Focus attention on the third picture. Have students cover Text 3. Set up the situation. Play the recording or act out the text. Follow the same procedure as steps 4–9. Ask questions with *What? Who? Where? Why?* Pay special attention to this question:

T: *Why is she shouting? C: Because....*

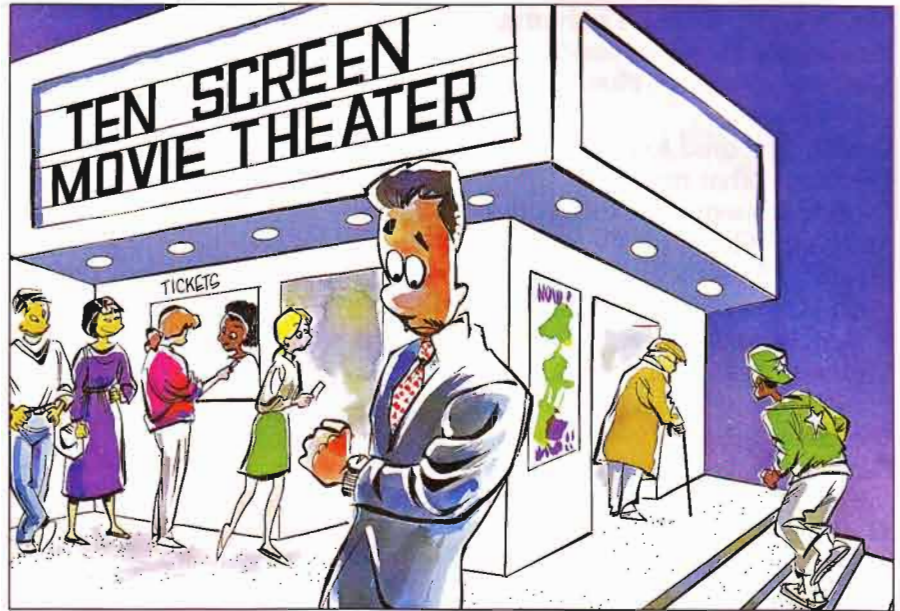
- Play the complete recording. The students listen.

- Refer students to the written questions in their books. Have them write the answers for homework.

**Suggestions for further activities**

- Quiz. Bring a wall chart such as those from the *New Oxford Picture Dictionary* or another large picture to class. Ask ten questions using prepositions, e.g., *What's between Y and X? Who's coming down the stairs? What's in front of the house?* Students write down the answers, each of which should consist of one or two words only. Students could also do this activity in pairs.
- Put some preposition diagrams on the board. Students label them, e.g.,  $\square \bullet \square$  *between*,  $\square$  *under*, etc.  
Then dictate some prepositions, and have students draw diagrams. Afterward, have students demonstrate the best diagrams on the board.
- Picture Dictation. Dictate these instructions. Students draw what is described. T: *Draw a large table. There's a radio on the table. There's some music coming out of the radio. There's a glass on the table behind the radio. There's some water in the glass. There are some flowers behind the radio. There's a cat under the table. There's a ball near the cat. There's a plate between the ball and the cat. There's a fish on the plate.*
- Other picture dictations (such as a street scene) could be devised to contextualize *across/along/around/outside/into/out of/up/down/from*.
- Bring in busy, people-packed pictures such as the "Where's Waldo?" puzzles, and have students write Wh- questions. They can use the structures from this unit, e.g., *Where is the man in the brown leather coat and blue jeans?* Then exchange with a partner and write the answers.

Victor's standing outside the movie theater. He's waiting for his friend Tania. He's looking at his watch because she's late. An old man's coming out of the theater. A young woman's going into the theater. A boy's running up the steps. A woman's buying a ticket from the cashier. Some people are standing in line outside the movie theater.



**Questions**

- Where's Victor standing?
- Who's he waiting for?
- What's he looking at?
- Why is he looking at his watch?
- Who's coming out of the theater?
- Who's going into the theater?
- Where's the boy running?
- Where are the people standing in line?

Now Victor's in the theater with Tania. He's sitting between Tania and a man with a mustache. A woman's sitting in front of him. Victor can't see the movie because she's wearing a hat. A man's sitting behind Tania. He's eating potato chips. Tania's angry because she can't hear the movie!



**Questions**

- Where's Victor now?
- Who's he with?
- Where's he sitting?
- Who's sitting in front of him?
- Why can't Victor see the movie?
- Who's sitting behind him?
- What's the man eating?
- Why is Tania angry?

This is a scene from the movie. In this scene, a beautiful young woman's lying across the tracks. She's shouting "Help!" because a train's coming along the tracks. It's very near. It's coming around the bend now....



**Questions**

- Where's the woman lying?
- What's she shouting?
- Why is she shouting?
- Is the train near?
- Can you see the train?
- Where is it?

**Melissa:** Hi, David. I'm home.

**David:** Hi. How are you?

**Melissa:** I'm tired. How about you?

**David:** I'm tired too.

**Melissa:** What time is it?

**David:** It's a quarter to seven.

**Melissa:** What's on TV tonight?

**David:** There's a good program on PBS at a quarter after nine—*Best Animated Movies of the Year*.

**Melissa:** Yes...and there's a great movie on channel two at eight o'clock, after *Fifty-nine Minutes*.

**David:** Oh, wait a minute. There's a baseball game on at seven.

**Melissa:** Oh, I can't watch that.

Look! There's ballet on channel thirteen. It's beginning now.

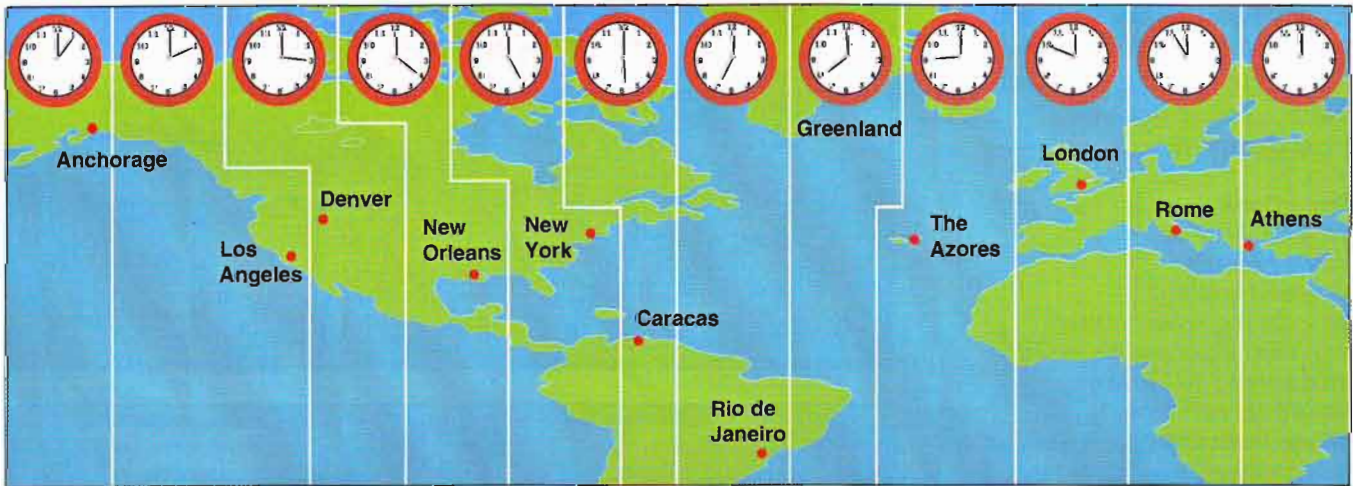
**David:** But Melissa, it's my favorite team. It's a very important game. It's the World Series!

**Melissa:** Well, you can watch it on the portable TV in the bedroom.

## TELEVISION SCHEDULE

	7:00	7:30	8:00	8:30	9:00	9:30	10:00
2 WCBS (CBS)	59 minutes		Movie: ***What's Happening, Brother? (comedy, 1994) Michelle Spicer, Doug Michaels, Lee Spikes			Election: Special Report	
4 WNBC (NBC)	Baseball: World Series Toronto Blue Jays vs. Atlanta Braves					The Crosby Show	Doctors
5 WNYW (Fox)	Married with Kids	Anna Rose		The Simkins	Lewis Parker Can't Lose	Beverly Streets 91201	Bay Search
7 WABC (ABC)	Empty House	Danger!	Home Videos	Who's the Boss?	Lots of Fun!	Seattle Police Squad	
13 WNET (PBS)	6:45: Royal Canadian Ballet		7:45: Paul Simon: Live in Concert		Art Shots		9:15: Best Animated Movies of the Year
							10:15 News

### International time



- 1st It's one o'clock in Anchorage.
- 2nd Los Angeles
- 3rd Denver
- 4th New Orleans
- 5th New York
- 6th Caracas
- 7th Rio de Janeiro
- 8th Greenland
- 9th Azores
- 10th London
- 11th Rome
- 12th Athens

### Exercise



What time is it?  
It's three o'clock.

. . . . .

## Target structures

The time:	<i>What time is it?</i> <i>at (one o'clock)</i> <i>in (Anchorage)</i>	It's	<i>one o'clock</i> <i>five after one</i> <i>a quarter after one</i> <i>nine-thirty</i> <i>a quarter to two</i> <i>ten to two, etc.</i>
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## Expressions

*What's on TV tonight?*  
*There's a good program/movie on at...*  
*Wait a minute.*

## Vocabulary

<i>home</i>	<i>election</i>	<i>after</i>	<i>best</i>
<i>program</i>	<i>report</i>	<i>to</i>	<i>animated</i>
<i>year</i>	<i>fun</i>	<i>special</i>	<i>favorite</i>
<i>channel</i>	<i>police squad</i>	<i>lots of</i>	<i>important</i>
<i>ballet</i>	<i>concert</i>	<i>royal</i>	
<i>team</i>	<i>art</i>		
<i>World Series</i>	<i>shot</i>	<i>begin</i>	
<i>portable TV</i>	<i>news</i>	<i>lose</i>	

Ordinal numbers: *1st–12th*

- Briefly review the previous lesson.
- Draw a clock on the board or use a clock with movable hands. T: *What time is it?...Repeat.*  
Go through the hours:  
T: *It's one o'clock/It's two o'clock, etc.*  
Students listen and repeat. Using the clock, ask individuals:  
T: *What time is it?* S: *It's one o'clock.*  
Follow the same procedure with: *It's a quarter after one, etc.*  
*It's one-thirty, etc. It's a quarter to two, etc.*
- Using the clock, go through:  
T: *It's five after one/It's ten after one/It's twenty after one/It's twenty-five after one/It's ten to two/It's five to two.*  
Students listen and repeat. Using the clock, ask individuals:  
*What time is it?*  
You may vary the activity by increasing the speed of questions and responses.
- Pair Work. Students draw times on clock faces and ask and answer questions.
- Focus attention on the picture. Have students cover the conversation. Set up the situation. Play the recording or act out the conversation.
- Listen and repeat the conversation.
- Silent reading of the conversation.
- Questions and Answers.  
T: *Is David tired? Is Melissa tired? What time is it?*  
*What time is Best Animated Movies of the Year/the baseball game/the ballet on?*
- Pair Work on the conversation.
- Application.  
T: *What's your favorite TV program?/color?/food?/drink?/rock group?/magazine?/fruit?/car?/sport?*  
T: *Who's your favorite actor?/actress?/singer?/writer?*  
*Ask me/Ask him/Ask her.*

11. Focus attention on the television schedule. Explain that the channel numbers appear on the left, followed by the channel name. Ask students to study it silently.

12. T: *What's on (Channel 2) at (seven o'clock)? What's on (Channel 7) at (seven-thirty)?* etc. Students answer.

13. Pair Work. Students ask and answer as in step 12.

14. T: *What's on before (The Crosby Show)? What's on after (Art Shots)?* Students answer.

15. Pair Work. Students and answer as in step 14.

16. Focus attention on the International Time exercise.

T: *Look at the first clock.*

T: *The first clock....Repeat!*

C: *The first clock.*

T: *It's one o'clock in Anchorage....Repeat!*

C: *It's one o'clock in Anchorage.*

Continue 2nd–12th. Pay careful attention to 5th.

17. T: *What time is it in Los Angeles?/Denver?/The Azores?*

C: *It's two o'clock in Los Angeles.*

C: *It's three o'clock in Denver, etc.*

T: *What time is it on the fifth clock?*

C: *It's five o'clock on the fifth clock.*

*It's five o'clock in New York.*

18. Pair Work. Ask each other:

S1: *What time is it on the 11th clock?*

S2: *It's eleven o'clock on the 11th clock.*

19. T: *Anchorage...New York.*

T: *When it's one o'clock in Anchorage, it's five o'clock in New York.*

C: *When it's one o'clock in Anchorage, it's five o'clock in New York.*

Continue with individual students:

T: *New York...Caracas*

*Caracas...Rio de Janeiro*

*Rio de Janeiro...Greenland*

*Greenland...The Azores, etc.*

20. Assign the exercise for written work in class or for homework.

## Suggestions for further activities

1. A world map can be brought in to demonstrate time zones and to explain where places are. Extra practice on times can be generated from this.

2. Dictation: Ordinal numbers, 1st–12th. Read the cardinal numbers to the students. Students write both versions of the ordinals, e.g., T: *five*. S: (writes) *5th, fifth*.

3. Distribute a copy of an English-language TV guide or timetable. Ask questions beginning *What's on at...?/What time's...?* Students read for specific information and respond. They can continue in pairs. Students may follow up by deciding what programs they would watch together on a given night.

**Target structures**

The Future with *going to*: *I'm/He's going to (do it).*

*I'm not/He isn't/He's not going to (do it).*

*Is he going to (do it)?*

*Yes, I am/No, I'm not.*

*Yes, he is/No, he isn't/No, he's not.*

*What (are you) going to do?*

**Vocabulary**

leave	little	girlfriend	dish
rent	lucky	lobster	a good time
meet	crazy	caviar	week
kid		mother-in-law	prison
work for	next (week)	diner	
rob	yeah	dishwasher (person)	

**1.** Briefly review the previous lesson.

**2.** T: Look and listen. *I'm going to open the door.*

Open the door.

T: Now I'm opening it.

Follow the above procedure with:

*I'm going to close the door. I'm going to read my book.*

*I'm going to write on the board. I'm going to sit down.*

Bring out a male student.

T: He's going to open the door....Repeat.

Say to the student: Open the door.

T: Now he's opening the door....Repeat.

Bring out a female student.

T: She's going to close the door....Repeat.

Say to the student: Close the door.

T: Now she's closing the door....Repeat.

Point at two students.

T: They're going to stand....Repeat.

T: Stand.

T: Now they're standing....Repeat.

**3.** Practice:

T: I

T: I'm going to do it.

T: We

T: We're going to do it.

T: I

C: I'm going to do it.

Continue:

We

He

You

She

They

**4.** Invention Exercise:

T: He/TV

T: He's going to watch TV.

T: They/football

T: They're going to play football.

T: He/TV

S: He's going to watch TV.

Continue:

They/football

We/a cup of tea

He/a letter

She/a magazine

You/the door

**5.** T: Tonight I'm going to watch TV. What about you?

S: I'm going to....

**6.** Practice:

T: I

T: I'm not going to do it.

T: We

T: We're not going to do it.

T: I

C: I'm not going to do it.

Continue:

We

He

They

She

You

Note: (We)'re not/We aren't are interchangeable.

**7.** Practice:

T: he

T: Is he going to do it?

T: they

T: Are they going to do it?

T: he

C: Is he going to do it?

Continue:

they

she

you

I

we

**8.** Get students to ask you questions.

T: TV

C: Are you going to watch TV?

T: Yes, I am/No, I'm not, etc.

**9.** Ask students:

T: Are you going to watch TV?

S: Yes, I am/No, I'm not, etc.

T: Is he going to watch TV?

S: Yes, he is/No, he isn't, etc.

T: Ask him/Ask her/Ask me.

**10.** Pair Work. Students ask and answer as in step 9.

**11.** Focus attention on the picture. Have students cover the conversation. Set up the situation. Play the recording or act out the conversation.

**12.** Listen and repeat the conversation.

**13.** Practice:

T: you

T: What are you going to do?

T: he

T: What's he going to do?

T: you

C: What are you going to do?

Continue:

he

they

she

we

they

you

**14.** Practice:

T: I'm going to meet the president.

T: The president? You're kidding!

T: I'm going to be a millionaire.

T: A millionaire! You're kidding!

T: I'm going to meet the president.

C: The president? You're kidding!

Continue:

I'm going to be a millionaire.

I'm going to buy a yellow Rolls-Royce.

I'm going to live on the moon.

I'm going to have 20 children.

I'm going to be a rock star.

**15.** Silent reading of the conversation.

**16.** Questions and Answers.

T: Are they going to leave prison today?

Ask, "When?"

Is Tim going to rent a bicycle?

Ask, "What?"

Is he going to meet his mother?

Ask, "Who?"

Is he going to take her to a diner?

Ask, "Where?"

Are they going to have an omelette?

Ask, "What?"

Is Fred going to meet his girlfriend?

Ask, "Who?"

Is he going to work for his father?

Ask, "Who?"

Does she have a big restaurant?

Ask, "What?"

Is he going to cook?

Ask, "What?"

Is Tim going to work?

Ask, "What?"

What's Fred going to do next week?

Ask, "Why?"

**17.** Play the complete recording. Students listen.

**18.** Refer students to Exercises 1–4. Go through them orally, then assign them for written work.

See **Suggestions for further activities** on page 94.

Tim: Tomorrow we're going to leave this place!

Fred: Yeah. What are you going to do first?

Tim: Well, I'm going to rent a big car, meet my girlfriend, and take her to an expensive restaurant. We're going to have lobster and caviar. What about you, Fred?

Fred: My wife's going to meet me outside the prison. Then we're going to visit her mother.

Tim: Your mother-in-law? You're kidding!

Fred: No, I'm not. I'm going to work for my wife's mother.

Tim: Really? You're not going to work for your mother-in-law!

Fred: Well, she has a little diner in Chicago.

Tim: What are you going to do there?

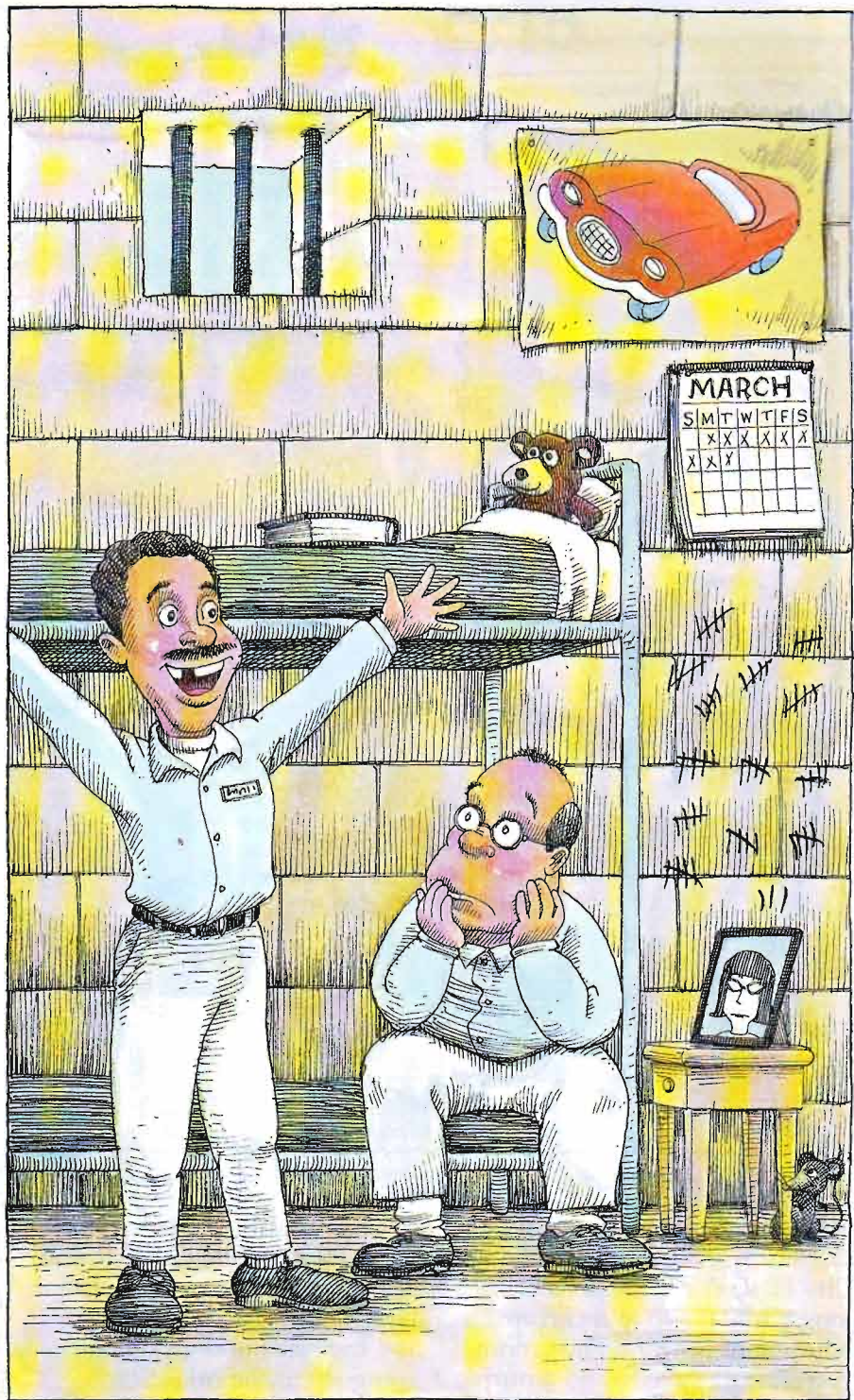
Fred: I'm going to be a dishwasher.

Tim: What? Wash dishes? Well, I'm not going to work. I'm going to have a good time!

Fred: You're lucky. I'm going to rob a bank next week.

Tim: Are you crazy? Why?

Fred: Because I'm happy here in prison!



### Exercise 1

prison  
He's going to leave prison.



Write sentences with:

1. car
2. girlfriend
3. good time

Tim

### Exercise 2

car  
He isn't going to rent a car.



Write sentences with:

1. lobster
2. caviar
3. good time

Fred

### Exercise 3

lobster  
They're going to have lobster.



Write sentences with:

1. car
2. caviar
3. good time

Tim and his girlfriend

### Exercise 4

caviar  
They aren't going to have caviar.



Write sentences with:

1. good time
2. lobster
3. car

Fred and his wife





1 This is an American wedding. The bride and groom are leaving City Hall. The bride is wearing a long white gown and carrying a bouquet of flowers. The groom is wearing a tuxedo and a purple carnation. He's holding her hand. Their friends and relatives are throwing rice. The bride and groom are both smiling because they're very happy.

1. What are the bride and groom doing?
2. What's the bride wearing?
3. What's she carrying?
4. What's the groom wearing?
5. What's he holding?
6. What are their friends doing?
7. Why are the bride and groom smiling?

2 In a few minutes, they're going to get into a white Cadillac and drive to a hotel for the reception. They're going to have dinner, and the bride and groom are going to cut the cake. Some people are going to make speeches, and their parents are going to cry! Then everyone is going to dance.

1. Where are they going to drive to?
2. What are they going to have?
3. What are the bride and groom going to do?
4. What are some people going to do?
5. What are their parents going to do?
6. What's everyone going to do then?

3 Later on, the bride and groom are going to change their clothes. Then they're going to leave the reception and drive to the airport. They're going to fly to Acapulco in Mexico for their honeymoon. They aren't going to tell anyone the address of their hotel!

1. When are the bride and groom going to change their clothes?
2. Where are they going to drive?
3. Where are they going to fly?
4. Who are they going to tell the address of their hotel?

## Target structures

Review and continuation of Present Continuous and the Future with going to.

## Expressions

*in a few minutes*      *Later on*  
*make a speech*

## Vocabulary

<i>hold</i>	<i>wedding</i>	<i>hand</i>	<i>then</i>
<i>throw</i>	<i>bride</i>	<i>relative</i>	
<i>smile</i>	<i>groom</i>	<i>reception</i>	
<i>get in (to)</i>	<i>city hall</i>	<i>speech</i>	
<i>drive</i>	<i>gown</i>	<i>parent</i>	
<i>cut</i>	<i>bouquet</i>	<i>honeymoon</i>	<i>a few</i>
<i>cry</i>	<i>flower</i>		
<i>change</i>	<i>tuxedo</i>		
<i>fly</i>	<i>carnation</i>		

- Briefly review the previous lesson.
- Explain: *wedding/bride/groom/best man/the bride's parents/the groom's parents/city hall*. Play the recording of Text 1 or read it.
- Listen and repeat Text 1.
- Silent reading of Text 1.
- Questions and Answers.  
 Yes/No questions:  
 T: *Are they going into City Hall?* (C: *No, they aren't.*)  
 Is the bride wearing a short gown? etc.  
  
 Either/Or questions:  
 T: *Are they going into City Hall or leaving City Hall?*  
 Is the bride wearing a long gown or a short gown? etc.  
  
 Wh- questions:  
 T: *Where are the bride and groom?*  
 What's the bride wearing?  
 What's she carrying? etc.
- Retelling of Text 1 from cues.  
 T: *American wedding*  
 T: *This is an American wedding.*  
 T: *bride and groom/City Hall*  
 T: *The bride and groom are leaving City Hall.*  
 T: *American*  
 C: *This is an American wedding.*  
 Continue:  
*bride and groom/City Hall*  
*She/gown/flowers*  
*groom/tuxedo/carnation*  
*He/her hand*  
*friends/relatives/rice*  
*bride/groom/both/because/happy*
- Have students cover Text 2. Play the recording or read it.
- Listen and repeat Text 2.
- Silent reading of Text 2.
- Questions and Answers.  
 Yes/No questions:  
 T: *Are they going to get into a pink Cadillac?*  
*Are they going to walk to the hotel?* etc.

Either/Or questions:

T: *Are they going to get into a pink Cadillac or are they going to get into a white Cadillac?*  
*Are they going to walk to the hotel or are they going to drive?* etc.

Wh- questions:

T: *What are they going to get into?*  
*Where are they going to drive to?*  
*When are they going to drive there?* etc.

11. Retelling of Text 2. Correct these statements.

T: *In a few hours.*  
 T: *In a few minutes.*  
 T: *They're going to get into a green Cadillac.*  
 T: *They're going to get into a white Cadillac.*  
 T: *In a few hours.*  
 C: *In a few minutes.*  
 Continue:  
*They're going to walk to a hotel.*  
*They're going to have breakfast.*  
*The bride and groom are going to make the cake.*  
*Some people are going to write speeches.*  
*Their parents are going to sleep.*  
*Everyone is going to sing.*

12. Have students cover Text 3. Play the recording or read it.

13. Listen and repeat Text 3.

14. Silent reading of Text 3.

15. Questions and Answers.

Yes/No questions:  
 T: *Are they going to change their clothes now?*  
*Are they going to go to the reception?* etc.

Either/Or questions:

T: *Are they going to change their clothes now or later on?*  
*Are they going to go to the reception or leave it?* etc.

Wh- questions:

T: *When are they going to change their clothes?*  
*Where are they going to drive?*  
*Where are they going to fly to?* etc.

16. Retelling of Text 3. Complete the statement.

T: *Later on, they're going to...?*  
 T: *change their clothes*  
 T: *Then they're going to...?*  
 T: *leave the reception*  
 T: *Later on, they're going to...?*  
 C: *change their clothes*  
 Continue:  
*Then they're going to...?*  
*and drive to...?*  
*They're going to fly to...?*  
*for their...?*  
*They aren't going to...?*

17. Play the complete recording.

18. Free retelling of the whole text.

T: *Tell me about the wedding.*  
 Individual students respond. Give occasional cues where necessary.

See **Suggestions for further activities** on page 94.

**Target structures**

*I like/don't like (music).* Yes, I do/No, I don't.  
*He likes/doesn't like (music).* Yes, he does/No, he doesn't.  
*Do you like (music)?*

**Expressions**

for example What about? fill out (this form)  
 How old are you? What? young man

**Vocabulary**

military band (music)	farmer	date	foreign
classical (music)	dog	look (for)	personal
form	hobby (-ies)	like	general
service	golf	fill out	vegetarian
occupation	chess		
marital status	signature	mail	
single	homemaker	fish	
divorced	cat	dislike	
widowed	folk (music)		
sadness	astrology		
mist	New Age (music)		
county			

1. Briefly review Units 16 and 17 (*Do you have...?*).

2. T: Listen. Say these with appropriate expression:  
 T: *I like tea. I like potatoes. I like tennis. I like rock music.*

3. Practice:

T: *tea* (nods head, indicates self).

T: *You like tea.*

T: *coffee* (shakes head)

T: *You don't like coffee.*

T: *tea*

C: *You like tea.*

Continue:

*coffee*

*potatoes*

*cats*

*tennis*

*vegetarian food*

*jazz*

4. Give cues, for example, *tea* to elicit *I like tea* or *I don't like tea* from individual students. Cues: *chess/potatoes/rice/tennis/football/rock music/classical music/spaghetti/golf/dancing/cowboy movies/TV/steak/vegetarian food/milk*, etc.

5. Have students repeat after you:

A: *Do you like tea?* B: *Yes, I do.*

A: *Do you like coffee?* B: *No, I don't.*

Ask questions to elicit *Yes, I do/No, I don't.*

T: *Do you like tea? Do you like coffee?* etc., using the cues.

6. Have students ask you questions:

S: *Do you like tea?* etc. Give cues only when necessary.

7. Pair Work as in step 5.

8. Say: *In the U.S.A., we/they like coffee.*

*We/They like hamburgers, and we/they like Coca-Cola.*

T: *Where are you from?* S: *I'm from (Japan).*

T: *What about (Japanese)?* S: *We like (rice)*, etc.

9. T: *In Italy, they like spaghetti.*

Ask students about countries (other than their own) to elicit:  
*In (France) they like (cheese)*, etc.

10. Write on the board, and have students copy:

I/You	like tea.	I/You	don't like coffee.
We/They		We/They	

Do	I/you	like milk?	Yes,	I/you	do.
	we/they		No,	we/they	don't.

11. Focus attention on the picture. Have students cover the conversation. Set up the situation. Play the recording or act out the conversation.

12. Listen and repeat the conversation.

13. Silent reading of the conversation.

14. Pair Work on the conversation.

15. Explain the idea of computer dating forms. Focus attention on Mr. Jennson's form.

T: *What's his last name? What's his first name? How old is he? What's his occupation?*

16. T: *He likes dogs. Repeat.* (Pay particular attention to the *s* in *likes*.) Read this list. Students repeat.

*He likes fishing.* *He likes blue.* *He likes golf.*

*He likes red.* *He likes meat.* *He likes chess.*

*He likes white.* *He likes potatoes.* *He likes classical music.*

17. Practice:

T: *rock music*

C: *He doesn't like rock music.*

Continue: *jazz/personal questions/children/TV/dancing*

18. Have students repeat after you:

A: *Does he like potatoes?* B: *Yes, he does.*

A: *Does he like rock music?* B: *No, he doesn't.*

Ask questions about Mr. Jennson. T: *Does he like the color blue?* S: *Yes, he does/No, he doesn't.*

19. T: *Ask me about Mr. Jennson.* S: *Does he like the color blue?*

20. Pair Work as in step 18.

21. Focus attention on the second form.

T: *Tell me about Mary Ellen Turner.*

S: *She likes.... She doesn't like....*

22. Write on the board and have students copy:

He	likes children.	He	doesn't like children.
She		She	
It		It	

*Does he/she/it like milk? Yes, he/she/it does. No, he/she/it doesn't.*

23. Practice:

T: *They*

C: *They like children.*

Continue:

*He/We/I/She/It*

24. Practice:

T: *They*

C: *They don't like tea.*

Continue:

*She/I/We/He/John*

25. Application. The class interviews you for a computer dating form. S: *Do you like music?* T: *I like classical music, but I don't like folk music.* (Students will need practice with *but I don't like....*)

26. Pair Work. Students interview each other as in step 25.

They then report back to the class on their partner's likes and dislikes, e.g., S1: *Yuko likes jazz, but she doesn't like rock music. She likes fishing, but she doesn't like dancing.*

27. Assign the exercises for written work in class or for homework.

See **Suggestions for further activities** on page 94.

**Interviewer:** Hello. Come in, please.

**Mr. Jennson:** Good afternoon. My name's Jennson...Magnus Jennson. I'm...uh...looking for a woman friend.

**Interviewer:** Please sit down, Mr. Jennson. May I ask you some questions?

**Mr. Jennson:** What about?

**Interviewer:** Well, about music, for example. Do you like music?

**Mr. Jennson:** Yes, I do. I like military band music and classical music.

**Interviewer:** Do you like rock music?

**Mr. Jennson:** No, I don't! And I don't like jazz.

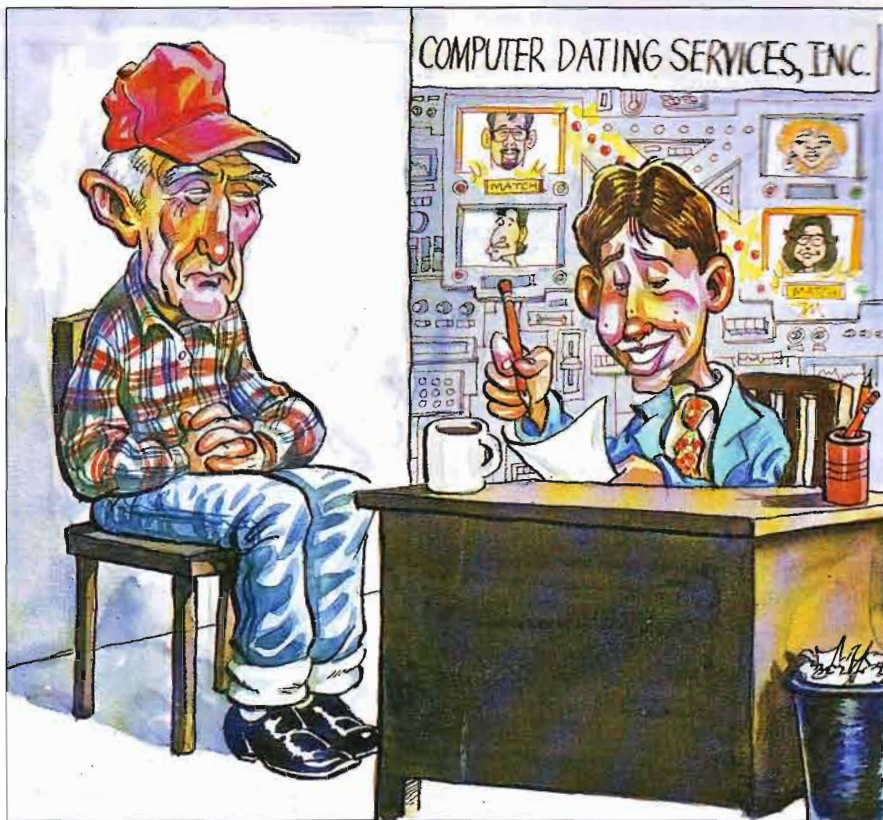
**Interviewer:** Uh-huh. OK. Food... Do you like foreign food?

**Mr. Jennson:** No, I don't. I like meat and potatoes.

**Interviewer:** OK. How old are you, Mr. Jennson?

**Mr. Jennson:** What? Listen here, young man. I don't like these personal questions!

**Interviewer:** Oh, well, uh, can you fill out this form later and mail it to me?



### Exercise 1

Look at Magnus Jennson. Does he like jazz? Write five questions about him.

### Exercise 2

Do you like football? Write five questions.

### Exercise 3

Look at Mary Ellen Turner.  
1. She likes cats.  
2. She doesn't like dogs.  
Write ten sentences about her.

### Exercise 4

1. I like movies.  
2. I don't like dogs.  
Write ten sentences about yourself.

## COMPUTER DATING SERVICES, INC.

Last Name: Jennson

First Name(s): Magnus

Address: Oslo Farm, Lake Sadness  
Mist County, Minnesota

Age: 65

Occupation: Farmer

Marital Status:  Single  Married  
 Divorced  Widowed

#### LIKES:

General: dogs, fishing

Colors: red, white, and blue

Food: meat and potatoes

Hobbies: golf, chess

Music: military bands, classical

**DISLIKES:** rock music, jazz, dancing,  
TV, children

SIGNATURE: Magnus Jennson

## COMPUTER DATING SERVICES, INC.

Last Name: Turner

First Name(s): Mary Ellen

Address: 1248 Union Street  
Minneapolis, Minnesota

Age: 57

Occupation: Homemaker

Marital Status:  Single  Married  
 Divorced  Widowed

#### LIKES:

General: children, TV, cats, dancing

Colors: purple, pink, green

Food: salads, vegetarian food

Hobbies: astrology, reading

Music: folk, rock, Top 40, New Age

**DISLIKES:** football, baseball,  
fishing, dogs

SIGNATURE: Mary E Turner

Larry: Please marry me, Jacqueline. I want you. I need you. I love you.

Jackie: I'm sorry, Lawrence, but I can't.

Larry: Oh, Jackie, why not?

Jackie: Well, Larry. I like you.... I like you a lot.... But I don't love you.

Larry: But Jackie, love isn't everything.

Jackie: Oh, Larry, you don't understand.... For me, love is everything.

Larry: Do you...love another man, Jackie?

Jackie: Yes, Larry, I do.

Larry: Not...Michael Kennedy?

Jackie: Yes, Michael Kennedy.

Larry: But he doesn't want you. He's engaged!

Jackie: I know.

Larry: But Jackie, Mike isn't a rich man. I can give you everything. What do you want? Clothes? Money? Travel? A house in Palm Beach?

Jackie: No, Larry. I don't want those things. I only want Mike.

### Questions

Who wants Jackie?  
 Does he love her?  
 Does Jackie like Larry?  
 Does she like him a lot?  
 Does she love him?  
 Does Jackie love another man?  
 What's his name?  
 Does Mike want Jackie?  
 Is he rich?  
 Is Larry rich?  
 What can he give Jackie?  
 Does she want clothes?  
 Does she want money?  
 What does she want?

### Exercise 1

Who wants Jackie?  
*Larry wants Jackie.*

Who loves Jackie?  
 Who needs Jackie?  
 Who wants Mike?  
 Who loves Mike?

### Exercise 2

Who does Larry want?  
*Larry wants Jackie.*

Who does Larry love?  
 Who does Jackie love?  
 Who does Jackie want?  
 Who does Larry need?



### Target structures

I like.  
I want/need/love.  
Who loves Jackie?  
Who does Jackie love?  
① like (her).

### Expressions

Why not? I know.

### Vocabulary

marry	love (n)	another
want	things	engaged
need	only	
love (v)		

Wh- questions. Note here the contrast between subject *who* and object *who*. The form *whom* is not given, in line with standard current usage.

Who wants Jackie?  
Who does Larry want?  
Who does Jackie want?  
Who wants Mike?  
(Repeat with *love* and *need*)  
How much does she like him?  
What does Jackie want?  
What does Larry want? etc.

- Briefly review the previous lesson.
- Focus attention on the picture. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat the conversation.

- |                     |                  |
|---------------------|------------------|
| <b>4. Practice:</b> | <b>Continue:</b> |
| T: I want you.      | her              |
| T: her              | He               |
| T: I want her.      | needs            |
| T: He               | loves            |
| T: He wants her.    | I                |
| T: I                | him              |
| O: I want you.      | She              |

- |                           |                  |
|---------------------------|------------------|
| <b>5. Practice:</b>       | <b>Continue:</b> |
| T: clothes                | you              |
| T: Does she want clothes? | need             |
| T: you                    | they             |
| T: Do you want clothes?   | money            |
| T: clothes                | she              |
| O: Does she want clothes? | a big house      |
|                           | want             |

- |                       |                  |
|-----------------------|------------------|
| <b>6. Practice:</b>   | <b>Continue:</b> |
| T: you                | he               |
| T: What do you want?  | they             |
| T: he                 | she              |
| T: What does he want? | Larry and Jackie |
| T: you                | Mike             |
| O: What do you want?  | Mrs. Smith       |
|                       | the teacher      |

- Silent reading of the conversation.

### 8. Questions and Answers.

Yes/No questions:  
Does Larry want Jackie?  
Does Jackie want Larry?  
Does he need her?  
Does she need him?  
Does he love her?  
Does she love him?  
Can she marry him?  
Does he understand her?  
Is she married? etc.

### Either/Or questions:

Does she like him or does she love him?  
Does she love Larry or does she love Mike?  
Is Mike married or is he engaged?  
Is Mike rich or is he poor, etc.

- Pair Work on the conversation.

### 10. Application. Ask Yes/No questions.

T: Do you want money?  
          need children?  
          love a Rolls-Royce?  
T: Ask me/Ask him/Ask her.

- Pair Work as in step 10.

- Play the complete recording.

- Assign the questions and exercises for written work in class or for homework.

### Suggestions for further activities

- Role play. Ask students to role play a parallel situation to the one in the Student Book, making it as dramatic as possible. This role play could be recorded on video or audio cassette.
- Find out which TV series is well-known to the class. Ask questions about it, e.g., (*Northern Exposure*) Who loves Shelly? Who does Shelly love? Who likes Joel? Who doesn't like Joel? What does Joel want? etc. You could draw a diagram on the board, with the characters in a circle and different lines, representing *likes, needs, loves, wants*, etc., connecting them.
- Pair Work. Tell students they are going to plan a vacation. In pairs, students make lists of things they need for a camping trip, a ski trip, an African safari, and a beach weekend. They then report back to the class using their lists, making sentences with *need*.

**Expressions**

Can you change (a dollar bill)?  
I think so.  
Could you repair (these boots)?  
What's the problem?  
As soon as possible.  
No problem.  
Is there a (parking lot) near here?  
at the (second) traffic light

**Vocabulary**

assistance	change (v)	far
change (n)	think	
quarter	repair	
dollar bill	turn	
coin		
penny (-ies)	Days of the week	
nickel		
dime		
bill		
problem		
heel		
sole		
noon		
parking lot		
traffic light		
post office		
bus stop		
taxi stand		
telephone booth		
supermarket		

1. Briefly review the previous lesson.

2. Conversation Y-Z. Set up the situation. Focus attention on the picture. Have students cover the conversation. Play the recording or act out the conversation.

3. Listen and repeat Conversation Y-Z.

4. Practice:	Continue:
T: quarters	dimes
T: I need some quarters.	nickels
T: dimes	change
T: I need some dimes.	singles
T: quarters	
C: I need some quarters.	

5. Practice:	Continue:
T: a dollar bill	a five-dollar bill
T: Can you change a dollar bill?	a twenty-dollar bill
T: a five-dollar bill	a hundred-dollar bill
T: Can you change a five-dollar bill?	a quarter
T: a dollar bill	
C: Can you change a dollar bill?	

6. Focus attention on Conversation Y-Z. The students look and listen. Play the recording or act out the conversation.

7. Silent reading of Conversation Y-Z.

8. The teacher takes the part of Y. The class in chorus takes the part of Z. Go through the conversation. Then the teacher takes the part of Z. The class in chorus takes the part of Y. Go through the conversation.

9. Pair Work on Conversation Y-Z.

10. Application. The teacher selects a student and acts out Conversation Y-Z, substituting other vocabulary items. Students do the same in pairs, using the cues in the book.

11. Conversation E-I. Follow the same procedure as for Conversation Y-Z, but include steps 12 and 13.

12. Practice:	Continue:
T: boots	watch
T: Could you repair these boots?	pants
T: watch	camera
T: Could you repair this watch?	glasses
T: boots	radio
C: Could you repair these boots?	

13. Practice:	Continue:
T: Monday afternoon	Tuesday evening
T: Is Monday afternoon OK?	Wednesday morning
T: Tuesday evening	Thursday evening
T: Is Tuesday evening OK?	Friday at noon
T: Monday afternoon	Saturday morning
C: Is Monday afternoon OK?	Sunday night

14. Application. Supply pictures or realia for possible items for repair. Select a student and act out a conversation similar to E-I. Students do the same in pairs.

15. Conversation A-R. Follow the same procedure for Conversation Y-Z, but include steps 16 and 17.

16. Practice:	Continue:
T: parking lot	post office
T: Is there a parking lot near here?	bus stop
T: post office	taxi stand
T: Is there a post office near here?	telephone booth
T: parking lot	supermarket
C: Is there a parking lot near here?	shopping mall
	bank

17. Application. Focus attention on the map at the bottom of the page. Select a student and act out a conversation similar to A-R, using a different location on the map and different directions. Students do the same in pairs.

**Suggestions for further activities**

1. Role play. Have students role play parallel conversations to Y-Z, using toy money for dollars or local currency.

2. Give the students directions to locations on the map. Students listen, following the directions on the map, then say where they have been directed to, e.g.,  
T: Turn left at the first traffic light. It's on the left.  
C: The bus stop.

Y: Excuse me.  
 Z: Yes?  
 Y: Do you have any change?  
 Z: What do you need?  
 Y: I need some quarters.  
 Z: Sure. How many do you want?  
 Y: Can you change a dollar bill?  
 Z: Yes, I think so. Here are four quarters.

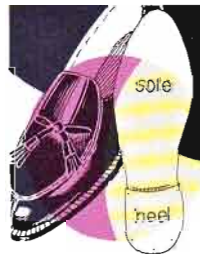
coins  
 pennies (1¢)  
 nickels (5¢)  
 dimes (10¢)  
 quarters (25¢)

bills  
 a dollar bill  
 a five-dollar bill  
 a ten-dollar bill  
 a twenty-dollar bill



E: Hello.  
 I: Hello. How can I help you?  
 E: Could you repair these boots?  
 I: Sure. What's the problem?  
 E: They need new heels.  
 I: No problem. When do you need them?  
 E: As soon as possible.  
 I: Is Thursday afternoon OK?  
 E: Yes. That's great.

Wednesday morning  
 Saturday afternoon  
 Friday evening  
 Monday at noon



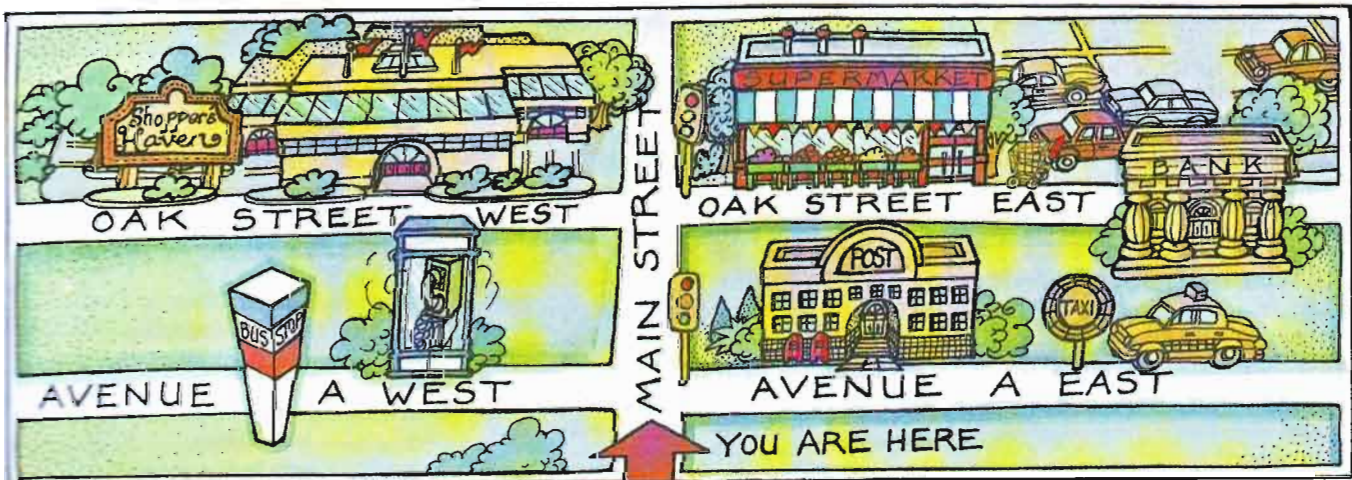
A: Excuse me.  
 R: Yes?  
 A: Is there a parking lot near here?  
 R: Yes, there is.  
 A: Is it far?  
 R: No, it's not. Turn right at the first traffic light. It's on the left.  
 A: Thank you.  
 R: You're welcome.

post office  
 bus stop  
 taxi stand  
 telephone booth  
 supermarket

first left  
 second right



Look at the map and make conversations.





Arnold Rivera, the TV news reporter, is interviewing Mrs. Cornelia Vandergilt for the program *Real People*.

AR: Well, Mrs. Vandergilt, please tell our viewers about an ordinary day in your life.

CV: Well, I wake up at eight o'clock.

AR: Really? Do you get up then?

CV: No, of course I don't get up at that time. I have breakfast in bed, and I read *The New York Times*.

AR: What time do you get up?

CV: I get up at ten.

AR: What do you do then?

CV: I read my letters and dictate the answers to my secretary.

AR: And then?

CV: At eleven I take a walk with Jimmy.

AR: Jimmy? Who's Jimmy?

CV: Jimmy's my dog.

AR: Oh. What time do you have lunch?

CV: I have lunch at twelve-thirty. I eat alone.

AR: Oh, I see. Well, what do you do after lunch?

CV: I rest until six o'clock.

AR: And at six? What do you do at six?

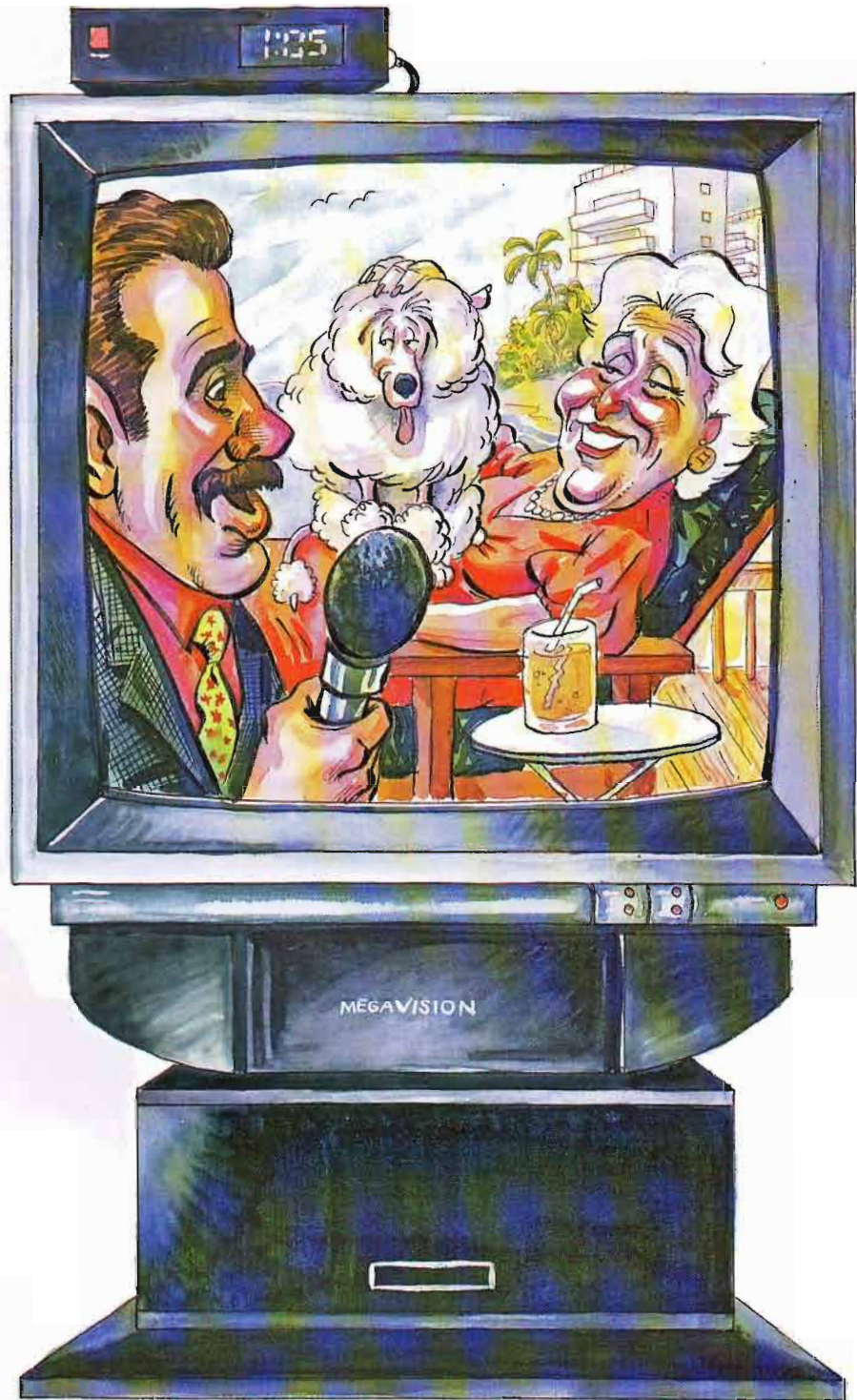
CV: I get dressed for dinner. I have dinner at seven o'clock.

AR: Yes, well, what do you do after dinner?

CV: I read or watch TV. I take a bath at nine-thirty. And I go to bed at ten.

AR: You certainly have a busy and interesting life, Mrs. Vandergilt. Thank you.

CV: You're welcome.



### Questions

Who's interviewing Mrs. Cornelia Vandergilt?

Does she wake up at nine o'clock?

Ask, "What time?"

Does she have breakfast in the kitchen?

Ask, "Where?"

Does she read the *Los Angeles Times*?

Ask, "What?"

Does she read her letters?

Does she dictate the answers to her husband?

Does she take a walk with her secretary?

Ask, "Who with?"

Does she have lunch at 12?

Ask, "What time?"

What does she do until six?

What does she do at six?

Does she have dinner at eight?

Ask, "What time?"

Does she go to bed at nine-thirty?

Ask, "What time?"

### Exercise

a. She reads *The New York Times*.

b. She doesn't read the *Los Angeles Times*.

c. Does she read *Time* magazine?

a. She walks with her dog.

b. . . . with her secretary.

c. . . . with her husband?

a. She eats lunch alone.

b. . . . with Jimmy.

c. . . . with her husband?

## Target structures

The Present Simple Tense

What	do you	do?	What time	do you	(do it)?
	does he			does he	

## Expressions

take a walk/bath

lunch (breakfast/lunch/dinner)

## Vocabulary

interview (n)	interview (v)	real
reporter	wake up	ordinary
viewer	get up	alone
day	dictate	certainly
breakfast	rest	until
answer(n)	get dressed	
walk (n)		
lunch		
dinner		
bath		

1. Briefly review the previous lesson.

2. T: Listen.

At seven o'clock in the morning I wake up. (Mime wake up if necessary.)

At ten after seven I get up.

I take a shower and get dressed.

Then I have breakfast and read the newspaper.

I leave my (house) at (eight) o'clock.

I (take the train) to work.

I get to work at (a quarter to nine).

3. T: What time do I wake up?

C: You wake up at seven o'clock.

T: What time do I get up?

What time do I leave the house? etc.

4. Practice:

T: wake up

T: What time do you wake up?

T: get up

T: What time do you get up?

T: wake up

C: What time do you wake up?

Continue:

get up

have breakfast

leave the house

get to work

have lunch

leave school

5. T: What time do you wake up?/get up?/have breakfast?/leave home?/get to school?/have lunch?/leave school?

S: I wake up at (seven o'clock), etc.

T: Ask him/Ask her/Ask me.

6. Pair Work. Students ask questions as in step 5.

7. Invention Exercise:

T: coffee

T: I don't drink coffee.

T: football

T: I play football.

T: coffee

S: I don't drink coffee.

Continue:

football

tea

TV

baseball

Cadillac

Time magazine

8. Have students repeat after you:

A: Do you drink tea? B: Yes, I do.

A: Do you play football? B: No, I don't.

Ask questions to elicit: Yes, I do/No, I don't.

9. Pair Work. Students ask each other questions as in step 8.

10. Write on the board and have students copy:

I	wake up	at seven o'clock.
We	get up	at 6:30.
You	don't get up	
They	don't wake up	

Do	I	wake up	at seven o'clock?	Yes, I do.
	we	get up		Yes, they do.
	you			No, we don't.
	they			No, you don't.

11. Focus attention on the picture. Have students cover the conversation. Set up the situation. Play the recording or act out the conversation.

12. Listen and repeat the conversation.

13. Have students repeat:

T: She wakes up at eight o'clock. (s)

She has breakfast in bed. (z)

She reads the New York Times. (z)

She gets up at ten. (s)

She reads her letters. (z)

She dictates the answers. (s)

She has lunch at twelve-thirty. (z)

She rests until six o'clock. (s)

She gets dressed for dinner. (s)

She watches TV. (iz)

She takes a bath at nine-thirty. (s)

She goes to bed at ten. (z)

Point out that some verbs in this tense end in the sound /s/ (wakes); the sound /z/ (reads); or the sound /iz/ (watches). Write these three ending sounds on the board, numbering them 1, 2, and 3. Read the verbs again. Students hold up one, two, or three fingers for the sound they hear.

14. Practice:

T: She wakes up at eight.

T: Does he wake up at eight?

T: She gets up at ten.

T: Does he get up at ten?

T: She wakes up at eight.

C: Does he wake up at eight?

Continue:

She gets up at ten.

She has breakfast in bed.

She reads The New York Times.

She takes a walk.

She gets dressed for dinner.

She goes to bed at ten.

15. Practice:

T: She wakes up at eight.

T: He doesn't wake up at eight.

T: She gets up at ten.

T: He doesn't get up at ten.

T: She wakes up at eight.

C: He doesn't wake up at eight.

Continue:

She gets up at ten.

She has breakfast in bed.

She reads The New York Times.

She takes a walk.

She gets dressed for dinner.

She goes to bed at ten.

16. Play the recording or act out the conversation.

17. Silent reading of the conversation.

18. Questions and Answers. Go through the questions printed in the Student Book. Assign them in class or for homework.

19. Assign the exercise in class or for homework.

See **Suggestions for further activities** on page 94.

**Target structures**

The Present simple tense (everyday habits) continued

**Expressions**

*good-bye*                      *in the evening*  
*What does (he) do?*        *five days a week*  
    *every day*

**Vocabulary**

*truck driver*                *cereal*  
*hamburger place*        *cafeteria*  
*architect*                    *toast*  
*nothing*  
*(orange) juice*              *kiss (v)*  
*coffee shop*  
*midnight*

Note: Explain that we use *What does he do?* to mean *What's his job?* (*What does he do every day?*)

- Briefly review the previous lesson.
- Focus attention on the first picture. Have students cover the text. Set up the situation. Play the recording or read the text.
- Listen and repeat the text.
- Aural discrimination. Demonstrate the three Third Person endings by getting students to listen and repeat.  
 /s/ -1 /z/ -2 /ɪz/ -3  
 The teacher gives cues and the class responds in chorus:  
 T: *eats*    Class responds: 1 (holds up 1 finger)  
 T: *comes*    Class responds: 2 (holds up 2 fingers)  
 T: *kisses*    Class responds: 3 (holds up 3 fingers)
- Silent reading of the text.
- Questions and Answers.
  - What does Mac do?* (i.e., *What's his job?*)
  - How old is he?*
  - How many days a week does he work?*
  - What time does he get up?*
  - What does he eat for breakfast?* (free answer)
  - What does he drink?*
  - What does he do after breakfast?*
  - What time does he leave for work?*
  - Where does he have lunch?*
  - What time does he come home?*
  - What does he do in the evening?*
  - What time does he go to bed?*

**7. Practice:**

T: *Now I want you to ask me questions about Mac.*  
 T: *What?*  
 T: *What does Mac do?*  
 T: *How old?*  
 T: *How old is Mac?*  
 T: *What?*  
 S: *What does Mac do?*

Continue: (Students ask questions as in step 6.)

- How old?*
- How many?*
- What time?*
- What?*
- What?*
- What?*
- What time?*
- Where?*
- What time?*
- What?*
- What time?*

**8.** Focus attention on Judith. Ask questions as in step 6. Students ask you questions as in step 7.

**9.** Focus attention on Peter and Paul. Correct the statement.

T: 1. *They're teachers.*  
 T: *No, they aren't. They're students.*  
 T: 2. *They're 13.*  
 T: *No, they aren't. They're 12.*  
 T: 3. *They go to school six days a week.*  
 T: *No, they don't. They go to school five days a week.*  
 T: 1. *They're teachers.*  
 C: *No, they aren't. They're students.*

Continue:

- They're 13.*
- They go to school six days a week.*
- They get up at nine o'clock.*
- They eat steak for breakfast.*
- They drink lemonade.*
- They kiss the dog.*
- They leave for school at ten.*
- They have lunch at home.*
- They come home at midnight.*
- They play roulette in the evening.*
- They go to bed at eleven o'clock.*

**10.** Say: *Tell me about Kevin.*

**11.** Pair Work. Students ask each other about Kevin. Students respond chorally and then individually, from the cues below the picture.

**12.** Assign the exercise for written work in class or for homework.

**Suggestions for further activities**

**1.** Students question each other in pairs as in step 6, jot down the answers, and draw a chart in groups or as a class showing how many students get up, have lunch, have dinner, arrive home, and go to bed at particular times.

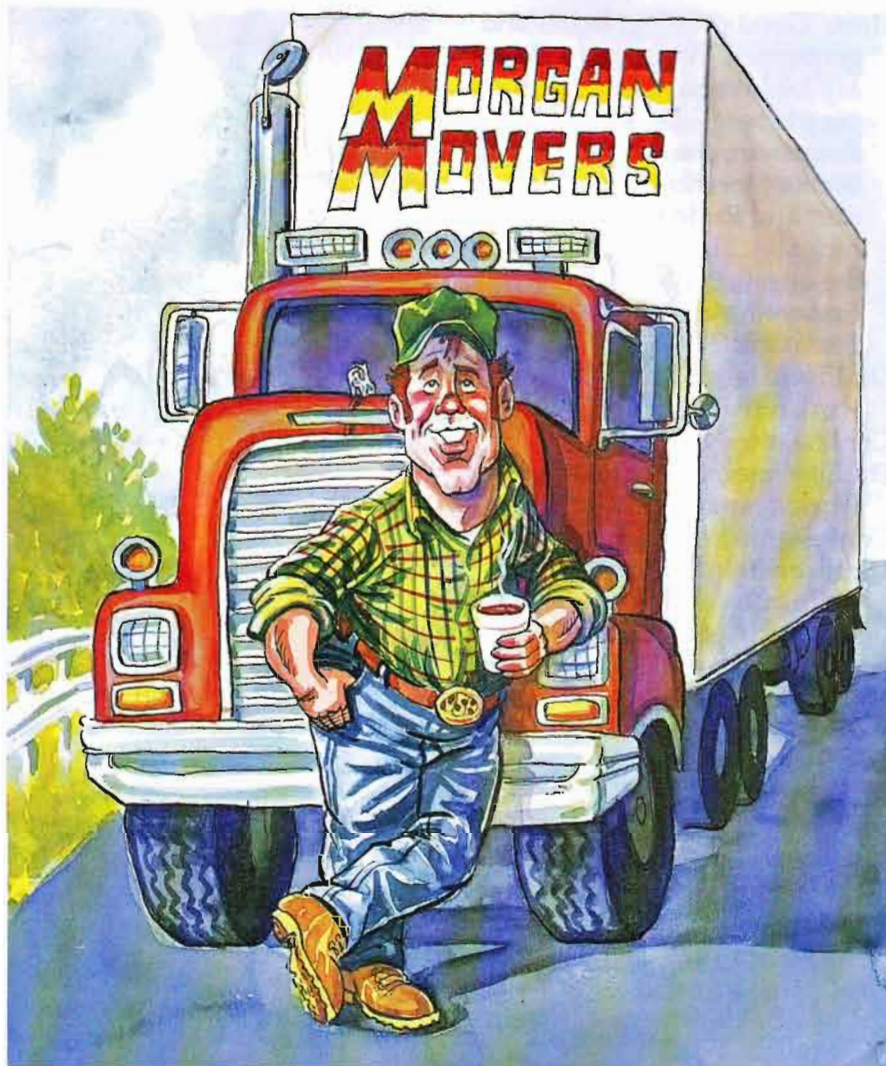
**2.** Each student chooses a character from an earlier unit in the Student Book, e.g., Jackie (Unit 30), Fred (Unit 27), Carlos (Unit 22), Courtney Dallas (Unit 16), Donna Walton (Unit 13), Dan (Unit 9), Adriana Papadopolos (Unit 8). Students then write ten sentences about their imagined daily routines. The results could be discussed (and disputed).

**3.** Role play. Students role play TV interviews with the characters from the unit (Mac, Judith, Peter and Paul, and Kevin), using the information in the Student Book.

1. Mac's a truck driver.
2. He's twenty-five years old.
3. He works five days a week.
4. He gets up at six o'clock every day.
5. He eats an enormous breakfast.
6. He drinks two cups of coffee.
7. Then he kisses his wife good-bye.
8. He leaves for work at six-thirty.
9. He has lunch at a hamburger place.
10. He comes home at five o'clock.
11. He has dinner and watches TV.
12. He goes to bed at ten o'clock.

**Questions**

1. What does Mac do?
2. How old is he?
3. How many days a week does he work?
4. What time does he get up?
5. What does he eat for breakfast?
6. What does he drink?
7. What does he do after breakfast?
8. What time does he leave for work?
9. Where does he have lunch?
10. What time does he come home?
11. What does he do in the evening?
12. What time does he go to bed?



**Exercise**

Now ask (and answer) questions about these people:



1. architect
2. 35
3. 5 days a week
4. 7:30
5. nothing
6. orange juice
7. daughter
8. the office/9:15
9. in a coffee shop
10. home/6:00
11. go out with friends
12. midnight



1. students
2. 12
3. go to school/5 days a week
4. 7:00
5. cereal
6. milk
7. mother
8. school/8:30
9. in the cafeteria
10. home/4:00
11. watch TV
12. nine o'clock



1. homemaker
2. 31
3. not/work/5 days a week
4. 5:30
5. toast
6. tea
7. wife (she goes to work)
8. supermarket/9:00
9. at home
10. wife/comes home/5:30
11. play with their kids
12. ten-thirty

**Host:** Good evening, ladies and gentlemen. Welcome to *What's My Job?* We have three famous people here—Dr. K. Walter Eisenstein, the scientist; Bonita Moreno, the movie star; and Rude E. Mallet, the rock star. They're going to ask the questions. Now here's our first contestant. OK, Dr. Eisenstein...

**Dr. Eisenstein:** Umm, do you work outside?

**Contestant:** No, I don't.

**Dr. Eisenstein:** I see. Do you work in an office?

**Contestant:** Well, yes. Yes, I do.

**Dr. Eisenstein:** Do you wear a uniform?

**Contestant:** No, I don't.

**Host:** Next, Bonita Moreno.

**Ms. Moreno:** Oh, is your job important?

**Contestant:** Yes, it is.

**Ms. Moreno:** Do you get a big salary?

**Contestant:** Yes, I do.

**Ms. Moreno:** Do you have any special diplomas?

**Contestant:** Yes, I do.

**Host:** Thank you, Bonita. Now, Rude E. Mallet.

**Mr. Mallet:** What's happening...? Do you work with your hands?

**Contestant:** Yes, I do.

**Mr. Mallet:** Do you work on weekends?

**Contestant:** No, I don't.

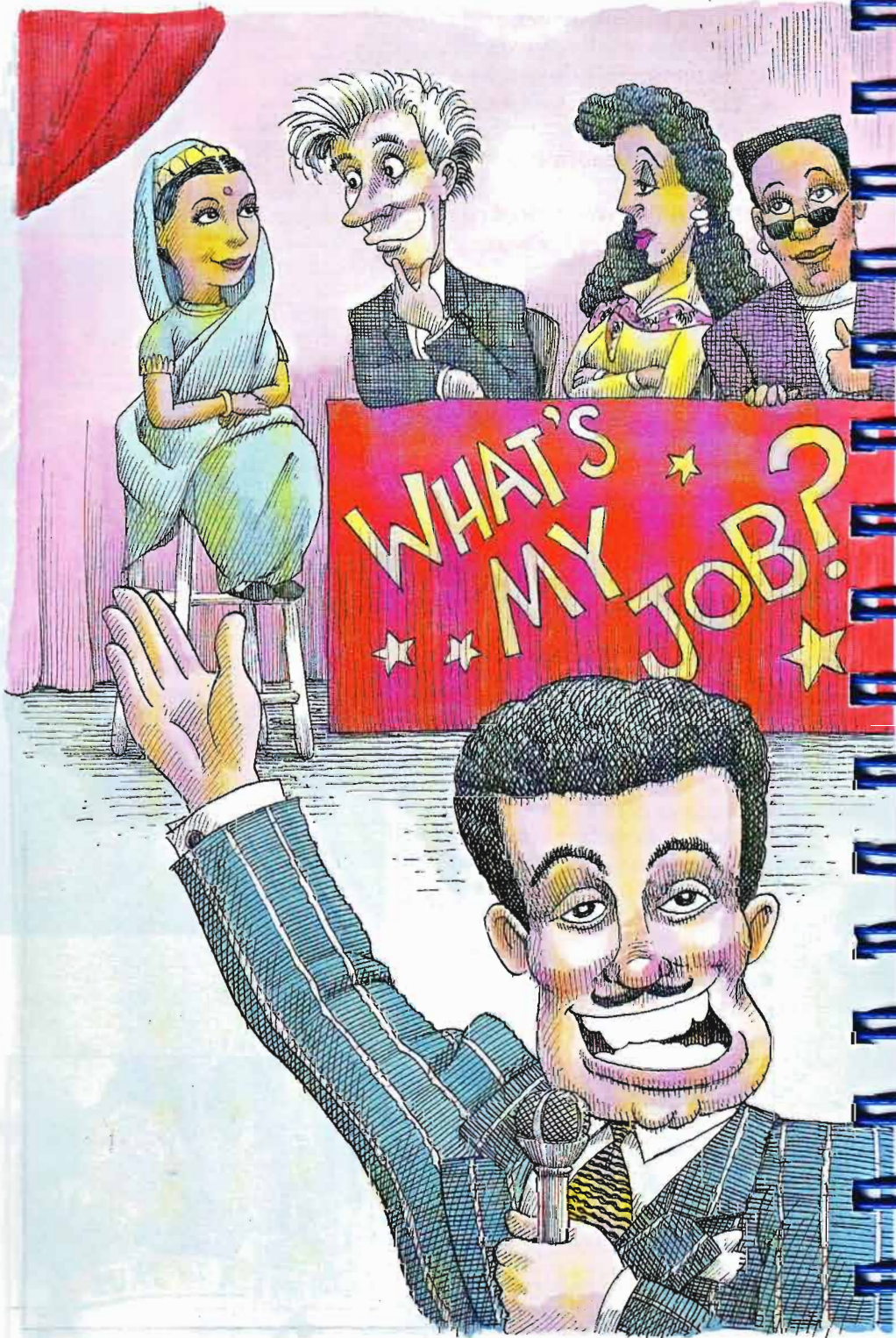
**Mr. Mallet:** Do you travel in your work?

**Contestant:** No, I don't.

**Host:** That's the ninth question! Now you can ask one last question.

**Ms. Moreno:** Are you a doctor?

**Contestant:** No, I'm not. I'm a dentist.



Electrician



Teacher



Artist



Secretary



Ballet dancer



Bank manager

### Target structures

Review of question forms:      *Do you?*      *Does he?*  
    *Are you?*      *Is she?*

### Expressions

*Ladies and gentlemen...*  
*Welcome to...*  
*work with your hands*

### Vocabulary

<i>host</i>	<i>electrician</i>	<i>travel (v)</i>
<i>Dr./doctor</i>	<i>artist</i>	
<i>scientist</i>	<i>ballet dancer</i>	
<i>contestant</i>	<i>bank manager</i>	
<i>salary</i>		
<i>diploma</i>		
<i>weekend</i>		
<i>dentist</i>		

- Briefly review the previous lesson.
- The purpose of this lesson is to get the students to play a game based on the old TV series *What's My Line?* It should generate various question forms, especially *Do you...?* questions. Set the scene for guessing by saying: *I've got something in my hand/in my pocket. Guess what it is.* Students say, e.g., *It's a pen.*  
 T: *Do you know it's a pen...? No, you don't...you're guessing.*  
 Set up the situation for *What's My Job?* Explain that it is a guessing game.

3. Focus attention on the picture. Have students cover the conversation. Play the recording or act out the conversation.

4. Listen and repeat the conversation.

5. Silent reading of the conversation.

6. Questions and Answers.

T: *Ask me about the contestant.*

T: *outside*

T: *Does she work outside?*

T: *important*

T: *Is her job important?*

T: *outside*

C: *Does she work outside?*

Continue:

*important*                      *with her hands*

*uniform*                        *on weekends*

*an office*                        *travel*

*a big salary*                    *doctor*

*special diplomas*              *dentist*

7. Invention Exercise:

Get the students to practice asking questions.

T: *inside*

T: *Do you work inside?*

T: *a uniform*

T: *Do you wear a uniform?*

T: *inside*

S: *Do you work inside?*

Continue:

*a uniform*                      *in an office*                      *at home*

*a factory*                        *with people*                      *a car*

*five days a week*                *on weekends*                    *a hotel*

*with your hands*                *in the evenings*                *a store*

*a big salary*                      *outside*                            *a bank*

8. Have the students cover the conversation.

T: *We're going to begin the game. I'm the first contestant. You can ask twenty questions. Keep score on the board. T: I'm not (your name)...I'm not a teacher...I have a different job.*

Go out and come back into the room. Role play the first job: *a police officer.* Encourage students to ask you questions. Ensure that the questions can only elicit *Yes/No* answers, e.g., *Yes, I do/No, I don't.*

9. After they have guessed your job, ask for volunteers to be the next contestant. Give the volunteer a piece of paper with a job written on it. The class questions the volunteer with twenty questions. The volunteer answers. Use jobs in the small pictures at the bottom of the page, as well as other, suitable jobs (depending on the level of the class):

- |                            |                        |
|----------------------------|------------------------|
| a) <i>flight attendant</i> | b) <i>movie star</i>   |
| <i>bell captain</i>        | <i>cashier</i>         |
| <i>cook</i>                | <i>housekeeper</i>     |
| <i>taxi driver</i>         | <i>nurse</i>           |
| <i>pilot</i>               | <i>waiter/waitress</i> |
| <i>tennis player</i>       | <i>singer</i>          |

### Suggestions for further activities

1. Scrambled words. Write these scrambled names of jobs on the board. *tloip* (pilot), *ensru* (nurse), *hertaec* (teacher), *esnirg* (singer), *atysceerr* (secretary), *Intciiceera* (electrician), *tsatir* (artist), *nstetdi* (dentist), *otdrco* (doctor). Students work in pairs to unscramble them, and list the jobs according to these categories: works inside/outside/in an office; wears a uniform; gets a big/small salary; needs special diplomas; works with hands; travels. Students compare their answers.

2. Game. Each student writes a list of ten sentences that relate to a particular job. Model an example, e.g., 1. *He wears a uniform.* 2. *He says "Welcome."* 3. *He smiles a lot.* 4. *He carries things.* 5. *He gives people coffee.* 6. *He travels a lot.* 7. *He speaks three languages.* 8. *He hands out magazines.* 9. *He meets a lot of people.* 10. *He stays in hotels.* (Answer: A flight attendant). Students take turns reading their lists. The rest of the class may not call out answers until everything on the list has been read. (*Wait!*) Everyone then writes down the job that they think has been described. See how many answered correctly, and ask them to justify any different answers.

**Target structures**

Present Simple with adverbs of frequency:  
*always/usually/often/sometimes/occasionally/hardly ever/never*

**Expressions**

No way! in public	on (my) own Well, there you go.	Come on! All right!
----------------------	------------------------------------	------------------------

**Vocabulary**

Inc.	opera		
worker	singer	different	end-of-the-year
something	(sales) division		times (a year)
karaoke	lie (n)	brush (v)	Saturday
song	spaghetti		Tuesday
shower	teeth	its	Sunday
everybody	(a) company	us	

1. Briefly review the previous lesson.

2. T: Listen.

*I watch TV on Mondays, I watch TV on Tuesdays...and on Wednesdays...and on Thursdays...and on Fridays...and on Saturdays...and on Sundays.*

*I watch TV every day.*

*I always watch TV in the evening.*

*I always read the newspaper in the morning.*

*I always brush my teeth in the morning.*

Point at yourself. T: TV.

C: *You always watch TV in the evening.*

Continue: *newspaper/teeth.*

3. T: *I don't like cola! I never drink cola.*

*I don't like spaghetti! I never eat spaghetti.*

*I don't like baseball. I never play baseball.*

Point at yourself. T: *cola.* C: *You never drink cola.*

Continue: *spaghetti/baseball.*

4. T: *I like classical music, and I like rock music.*

*I sometimes listen to classical music, and I sometimes listen to rock music.*

*I have some brown shoes, and I have some black shoes.*

*I sometimes wear brown shoes, and I sometimes wear black shoes.*

Point at yourself. T: *classical music/rock music.*

C: *You sometimes listen to classical music, and you sometimes listen to rock music.*

Continue: *brown shoes/black shoes.*

5. T: *On Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, and Saturdays I get up at seven o'clock.*

*On Sundays I got up at ten o'clock.*

*I usually get up at seven o'clock.*

*I usually have breakfast at 7:30.*

*I usually have dinner at six o'clock.*

Point to yourself. T: *seven o'clock.*

C: *You usually get up at seven o'clock.*

Continue: *7:30/one o'clock/six o'clock.*

6. T: *I usually wear a skirt/a jacket, etc., but I occasionally wear jeans/a sweater, etc.*

*I usually have coffee with breakfast, but I occasionally have tea.*

Point to yourself. T: *(a sweater).*

C: *You occasionally wear (a sweater).*

Continue: *coffee/other items of clothing).*

7. T: *I like movies. I see all the new movies.*

*I often go to the movies.*

*I like tennis. I often play tennis.*

*I like oranges. I often eat oranges.*

Point to yourself. T: *the movies.* C: *You often go to the movies.*

Continue: *tennis/oranges*

8. T: *I don't usually wear a tie, but at my holiday party I always wear a tie. I hardly ever wear a tie.*

*I have some friends in Canada. I go to Canada every two or three years. I hardly ever see my Canadian friends.*

*I like caviar, but it's very expensive. I hardly ever eat caviar.*

Point to yourself. T: *tie.* C: *You hardly ever wear a tie.*

Continue: *Canadian friends/caviar.*

9. Have students repeat after you.

A: *Do you listen to classical music?* B: *Sometimes.*

A: *Do you drink coffee?* B: *Never.*

Now continue to ask questions to elicit one-word responses:

*Do you drink cola/tea/lemonade/water?*

*Do you eat potatoes/caviar/steak/spaghetti/chicken/chocolate?*

*Do you play football/tennis/golf/chess/baseball?*

*Do you go to the movies/concerts/clubs/football games? etc.*

10. Invention Exercise:

T: *He/sometimes/football*

T: *He sometimes plays football.*

T: *They/often/orange juice*

S: *They often drink orange juice.*

Continue:

*She/usually/a skirt*

*I/never/Russian*

*He/occasionally/radio*

*We/hardly ever/restaurant*

11. Invention Exercise:

T: *coffee*

T: *I often drink coffee.*

T: *tea*

T: *I hardly ever drink tea.*

T: *coffee*

S: *(free answer)*

Continue:

*milk*

*TV*

*a tie*

*golf*

*caviar*

*rock music*

12. Focus attention on the picture. Have students cover the conversation. Set up the situation. Play the recording or act out the conversation.

13. Listen and repeat the conversation.

14. Practice:

T: *She never sings in public.*

T: *I*

T: *I never sing in public.*

T: *always*

T: *I always sing in public.*

T: *She*

T: *She always sings in public.*

T: *I*

C: *I always sing in public.*

Continue:

*never*

*We*

*hardly ever*

*He*

*often*

*occasionally*

*They*

*sometimes*

15. Silent reading of the conversation.

16. Questions and Answers.

*Does Lemon Computers have an end-of-the-year party for its workers? What are they doing this year?*

*Does Brittany sing in public?*

*Does Brittany sing in the car? Why?*

*Does she sing in the shower?*

*Does she listen to rock music? What does she usually listen to?*

17. Pair Work on the conversation.

18. Have students cover the texts of the seven mini-situations. Read the text aloud. Students repeat.

19. Silent reading of the mini-situations.

20. Go through the exercises orally first, then assign them for written work in class or for homework.

See **Suggestions for further activities** on page 95.

Lemon Computers, Inc., always has an end-of-the-year party for its workers. They usually have dinner and then they dance. This year they're doing something different. They're having a karaoke party.

Travis: Come on, Brittany. Sing us a song!

Brittany: No way!

Travis: Why not?

Brittany: I never sing in public!

Travis: But you *can* sing.

Brittany: Well, I often sing in the car. But that's different. I'm on my own then.

Travis: Only in the car?

Brittany: Well, I occasionally sing in the shower. But everybody sometimes sings in the shower.

Travis: Well, there you go. You *can* sing.

Brittany: Travis, I really don't want to.

Travis: What's your favorite song?

Brittany: I don't know. I hardly ever listen to rock music. I usually listen to opera.

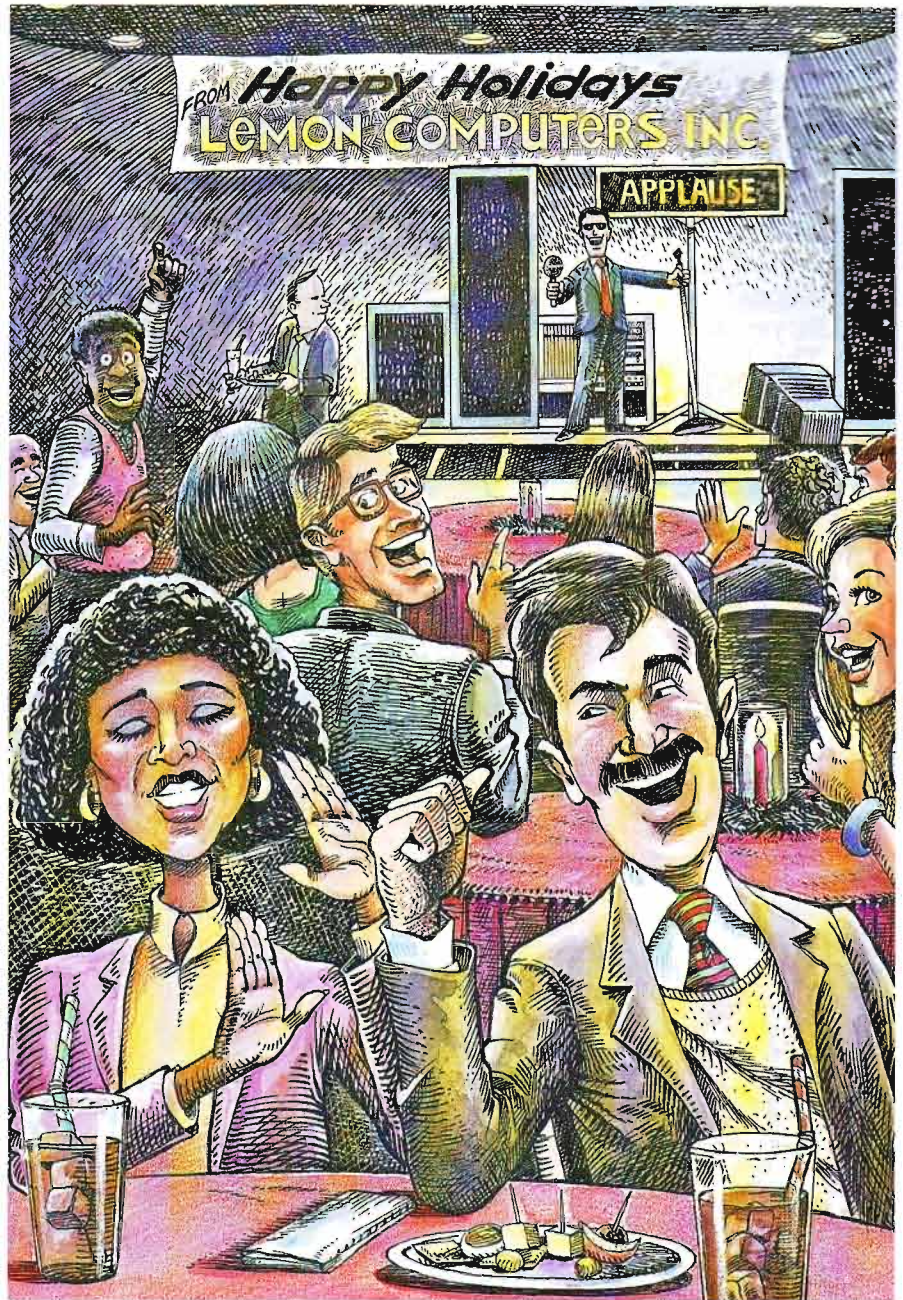
Travis: They don't have opera, Brittany. You know that.

Come on! Think of a song.

Brittany: Oh, all right!

Travis: Ladies and gentlemen! Our next singer is Brittany Young from the Sales Division...

Brittany: *You always ask me questions. I never tell you lies...*



1. Every morning he brushes his teeth. He always brushes his teeth in the morning.
2. She gets up at 7 o'clock from Monday to Saturday, but on Sunday she gets up at 11 o'clock. She usually gets up at 7 o'clock.
3. They like movies. They see all the new movies. They often go to the movies.
4. She has a radio and a TV. She sometimes listens to the radio, and she sometimes watches TV.
5. Her brother lives in Texas. She doesn't. She sees him four or five times every year. She occasionally sees him.

6. He doesn't usually sing, but once a year, at his company's end-of-the-year party, he sings a song. He hardly ever sings in public.

7. She doesn't like coffee. She never drinks coffee.

#### Exercise 1

He/sometimes/football.  
He sometimes *plays* football.

1. They/often/potatoes.
2. She/usually/a skirt.
3. I/never/a hat.
4. He/occasionally/TV.
5. We/hardly ever/tea.
6. You/never/baseball.

#### Exercise 2

coffee  
*I sometimes drink* coffee.  
or  
*I never drink* coffee.  
or  
*I hardly ever drink* coffee.

Now write one true sentence for each:

- |              |                |
|--------------|----------------|
| 1. coffee    | 7. a newspaper |
| 2. TV        | 8. the movies  |
| 3. golf      | 9. new clothes |
| 4. spaghetti | 10. a tie      |
| 5. cola      | 11. homework   |
| 6. caviar    | 12. rock music |



Arthur McNair works for a market research company in San Francisco. He's asking people about their free time:

AM: Excuse me, ma'am.

Janet Ross: Yes?

AM: I'm from Market Research, Inc. May I ask you some questions?

JR: Uh, yes, all right.

AM: Thank you. First, what time do you usually get home from work?

JR: Um, I usually get home about six o'clock.

AM: When do you usually have dinner?

JR: I usually eat about seven, but I sometimes eat at eight or nine. My husband works too!

AM: What do you usually do after dinner?

JR: Well, I sometimes go out, but I usually stay home and read or watch TV.

AM: How often do you go out?

JR: Oh, not often...about once or twice a week.

AM: Do you often see your friends?

JR: Yes, I do. Pretty often. I sometimes visit them, and they sometimes visit me.

AM: Do you ever go to the movies?

JR: Oh, yes.

AM: How often?

JR: Well, occasionally.... I like horror movies—*Frankenstein* or *Dracula*.

AM: What about the theater?

Do you ever go to the theater?

JR: Yes, I do, but not often. In fact, I hardly ever go to the theater.

AM: Do you ever go to the ballet?

JR: No, never. I don't like ballet.

AM: Well, thank you, Ms. Ross.

JR: May I ask you a question?

AM: Yes?

JR: What do you do in your spare time?

AM: I ask questions, Ms. Ross. I never answer them.

JR: Oh!

MARKET RESEARCH INCORPORATED

QUESTIONNAIRE

1. What time do you usually get home?	before six o'clock	<input type="checkbox"/>			
	at six o'clock	<input type="checkbox"/>			
	after six o'clock	<input type="checkbox"/>			
2. What do you usually do after dinner?	watch television	<input type="checkbox"/>			
	read	<input type="checkbox"/>			
	go out	<input type="checkbox"/>			
	visit friends	<input type="checkbox"/>			
3. How often do you	hardly ever	once or twice a week	three or four times a week	every night	
(a) go out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(b) watch television?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(c) visit friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Do you ever	never	hardly ever	occasionally	sometimes	often
go to the movies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ballet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the theater?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the opera?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Target structures

What time | do you usually (have dinner)?  
When

What do you usually do (after dinner)?  
How often do you (go out)?

Do you | ever | go to (the theater)?  
often

## Expressions

once/twice/three times (etc.) (a week)

## Vocabulary

questionnaire	
market research	pretty often
free time	three times (etc.)
work	before
horror movies	
spare time	
night	answer (v)
(night) club	

1. Briefly review the previous lesson.

2. Conversation Part 1 (Column 1). Set the scene for the situation. Have the students cover the text. Play the recording or act out the conversation.

3. Listen and repeat the conversation.

4. Practice:

T: you  
T: What time do you usually have dinner?  
T: he  
T: What time does he usually have dinner?  
T: you  
C: What time do you usually have dinner?

Continue:  
he  
they  
she  
we  
Ms. Ross

5. Practice:

T: six o'clock/six-thirty  
T: He usually eats at six o'clock, but he sometimes eats at six-thirty.  
T: six o'clock/seven-thirty  
T: He usually eats at six o'clock, but he sometimes eats at seven-thirty.  
T: six o'clock/six-thirty  
C: He usually eats at six o'clock, but he sometimes eats at six-thirty.

Continue:  
six o'clock/seven-thirty  
six o'clock/seven o'clock  
six o'clock/five-thirty  
six o'clock/eight o'clock  
six o'clock/five o'clock

6. Silent reading of the conversation.

7. Pair Work on the conversation.

8. Application. Ask questions.

T: What time do you usually arrive home? have breakfast? get up? have dinner? etc. Ask me/Ask him/Ask her.

9. Conversation Part 2 (Column 2). Have students cover the conversation. Play the recording or act out the conversation.

10. Listen and repeat the conversation.

11. Practice:

T: You  
T: Do you often see your friends?  
T: he  
T: Does he often see his friends?  
T: you  
C: Do you often see your friends?

Continue:

he  
they  
she  
Janet  
Mr. and Ms. Ross

12. Practice:

T: TV  
T: How often do you watch TV?  
T: the radio  
T: How often do you listen to the radio?  
T: TV  
C: How often do you watch TV?

Continue:

the radio  
tennis  
the movies  
coffee  
steak  
a newspaper

13. Practice:

T: one  
T: Once a week  
T: two  
T: Twice a week  
T: three  
T: Three times a week.  
T: one  
C: Once a week.

Continue:

two  
three  
five  
four  
ten

14. Silent reading of the conversation.

15. Pair Work on the conversation.

16. Application. Ask the students about themselves.

T: Do you often see your friends?  
S: Yes, I do/No, I don't.  
T: How often do you see your friends?  
S: I see them (twice a week).  
Continue: Do you often go to clubs/play tennis/eat steak?  
Ask me/Ask him/Ask her.

17. Conversation Part 3 (Column 3). Have students cover the conversation. Play the recording or act out the conversation.

18. Listen and repeat the conversation.

19. Practice:

T: the ballet  
T: Do you ever go to the ballet?  
T: the theater  
T: Do you ever go to the theater?  
T: the ballet  
C: Do you ever go to the ballet?

Continue:

the theater  
restaurants  
the movies  
clubs

20. Silent reading of the conversation.

21. Pair Work on the conversation.

22. Application.

T: Do you ever go to the movies/the theater? etc.  
Ask me/Ask him/Ask her.  
How often do you go to the movies/restaurants? etc.  
Ask me/Ask him/Ask her.  
What do you do in your free time?  
Ask me/Ask him/Ask her/Ask each other.

23. Focus attention on the questionnaire. Go over it orally.

24. Pair Work on the questionnaire. Have students role play interviewer and interviewee, and fill in the questionnaire.

See **Suggestions for further activities** on page 95.

**Target structures**

The Present Simple Tense contrasted with the Present Continuous.

**Expression**

*right now*

**Vocabulary**

<i>airline</i>	<i>language school</i>
<i>violinist</i>	<i>the president</i>
<i>violin</i>	<i>the White House</i>
<i>symphony orchestra</i>	<i>guest</i>
<i>boyfriend</i>	

Note: Remind students that we use *What does he do?* to mean *What's his job?* (*What does he do every day?*)

- Briefly review the previous lesson.
- Text 1. Set up the situation. Have students cover the text. Play the recording or read the text.
- Listen and repeat Text 1.
- Silent reading of Text 1.
- Questions and Answers.  
*What's his name?*  
*What does he do?*  
*Is he doing it now?*  
*What's he doing now?*  
*What's his favorite sport?*
- Text 2. Set up the situation. Have students cover the text. Play the recording or read the text.
- Listen and repeat Text 2.
- Silent reading of Text 2.
- Questions and Answers.  
*What's her name?*  
*What does she do?*  
*What does she play?*  
*Is she playing the violin now?*  
*What is she doing?*
- Text 3. Set up the situation. Have students cover the text. Play the recording or read the text.
- Listen and repeat Text 3.
- Silent reading of Text 3.
- Questions and Answers.  
*Who are they?*  
*Do they teach?*  
*What do they teach?*  
*Where do they teach?*  
*Where are they now?*  
*What are they doing?*
- Text 4. Set the situation. Have students cover the text. Play the recording or read the text.
- Listen and Repeat.
- Silent Reading.
- Questions and Answers.  
*What's her name?*  
*What does she do?*  
*Is she dancing now?*  
*What's she doing?*  
*What's she going to do later?*
- Pair Work on the texts. Have students ask and answer these questions for each text.  
*What does (he/she) do?/What do they do?*  
*What's (he/she) doing now?/What are they doing now?*
- Application.  
Ask students questions and get them to ask each other, e.g., *Ask him/Ask her/Ask me.*  
*Do you drink coffee?*  
*Are you drinking coffee now?*  
*Do you drink tea?*  
*Are you drinking tea now?*  
*Do you drive?*  
*Are you driving now?*  
*What are you wearing?*  
*Do you usually wear that?*  
*Who are you sitting next to?*  
*Do you always sit next to him?/her?*  
*Is it raining?*  
*Does it often rain here?* etc.
- Go through the exercise orally. Assign the exercise for written work in class or for homework.
- Additional homework. Have students write the answers to the questions in the Student Book.

**Suggestions for further activities**

- Assemble a number of flash cards of people doing things. Ask two questions about each card as follows: Card 1 is a picture of someone having a meal. Hold up the card. T: *This is Gary Garcia. He's a baseball player. What does he do?* to elicit S: *He plays baseball.* Then say, T: *What's he doing now?* to elicit S: *He's eating./He's having dinner.* Pictures of famous people who are not doing what they are famous for are ideal for this activity. Board drawings can also be used.
- Word association. Call out nouns. Students write down the first verb they think of, e.g., T: *radio.* S: (writes) *listen to, turn off, or turn on.* Continue: *movie/uniform/newspaper/cola/horse/TV/cereal/plane/flowers/golf/music/taxi.* Check the answers and draw a chart of the results, using the nouns as column headings. Students with unexpected associations have to justify them by making a sentence.

Hello. My name's Chuck Seeger. I'm a pilot for Global Airlines. I fly 747s. I'm not working today; I'm playing golf. It's my favorite sport.

**Questions**

- What's his name?
- What does he do?
- What does he fly?
- What's he doing now?
- What's his favorite sport?



This woman's a violinist. Her name's Michiko. She plays the violin in the Boston Symphony Orchestra. She isn't playing the violin right now. She's dancing with her boyfriend.

**Questions**

- What's her name?
- What does she do?
- Who's she with right now?
- What are they doing?

This is a picture of Joan and Dave. They teach English at a language school in San Francisco. They aren't teaching right now. They're in a restaurant. They're talking about their students.



**Questions**

- Who are they?
- What do they do?
- Are they teaching right now?
- Where are they?
- What are they doing?

This is Cynthia Graham. She dances for the New York City Ballet. She isn't dancing right now. She's taking a bath in her hotel room. Later she's going to dance at the White House for the president and his guests.

**Questions**

- What's her name?
- What does she do?
- Is she dancing right now?
- What's she doing?
- What's she going to do later?



**Exercise**

Reggie Johnson, baseball player

Example:

- a. What does he do? He plays baseball.
- b. What's he doing right now? He's sleeping.

Kathleen and Kate, singers

- a. . . . .
- . . . . .
- b. . . . .
- . . . . .

Lucy Dooley, artist

- a. . . . .
- . . . . .
- b. . . . .
- . . . . .

There's a baseball game on TV today. The New York Rebels are playing the Chicago Blue Socks. They are both good teams. They usually play well. But today the Rebels are playing very well, and the Blue Socks are playing badly.

#### Questions

Which teams are playing?  
Are they good teams?  
Do they usually play well or badly?  
How are the Rebels playing today?  
How are the Blue Socks playing?

William Zanzinger often has accidents. This is his fourth accident this year. He's a bad driver because he's a fast and careless driver. He drives fast, carelessly, and badly.

#### Questions

Does William often have accidents?  
Is this his first accident this year?  
Is he a good or bad driver?  
Does he drive well or badly?  
Is he a fast or slow driver?  
Does he drive carefully or carelessly?

John Gonzalez is an excellent driver. He always drives slowly, carefully, and well. All his friends say, "John's a good driver! He's very careful."

#### Questions

Is John a good driver or a bad driver?  
Does he drive well or badly?  
Is he a fast driver or a slow driver?  
Does he drive carefully or carelessly?

Susan Yamakawa works very hard. She's a fast worker. Her boss often says, "Ms. Yamakawa works hard eight hours a day. She's a hard worker and a good employee."

#### Questions

Is Susan a hard worker or a lazy worker?  
Does she work hard or lazily?  
Is she a fast or a slow worker?  
Does she work fast or slowly?

#### Exercise

Kevin's a good player.  
*How does he play?*  
*He plays well.*

- You're a bad swimmer.
- She's a careful driver.
- John's a slow learner.

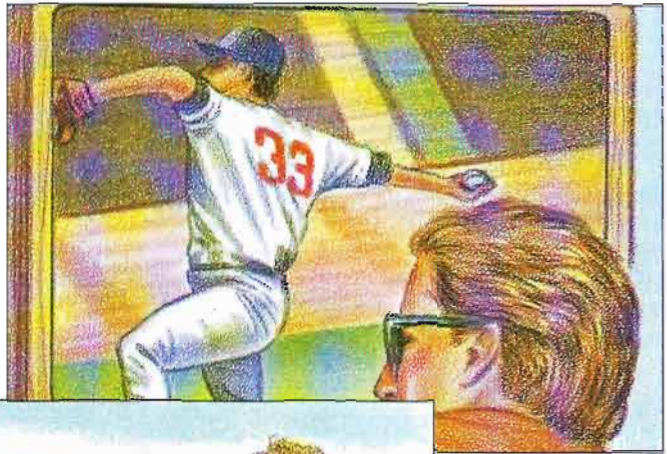
- They're hard workers.
- He's a fast walker.

#### Look at this:

+ *-ly*  
bad/badly  
slow/slowly  
careful/carefully  
careless/carelessly

*-y to -ily*  
happy/happily  
busy/busily  
noisy/noisily

*irregular/no change*  
good/well  
fast/fast  
hard/hard



### Target structures

Adverbs of manner (to answer the question *How?*)  
*How (do you do it)?*

### Vocabulary

(-ly)	(-y to -ily)	(irregular/no change)
bad/badly	busy/busily	good/well
slow/slowly	lazy/lazily	fast/fast
careful/carefully	happy/happily	hard/hard
careless/carelessly	noisy/noisily	

accident	driver	employee	learner
year	hour	swimmer	walker

- Briefly review the previous lesson.
- Text 1. Focus attention on the first picture. Set up the situation. Have students cover the text. Play the recording or read the text.
- Listen and repeat Text 1.
- Silent reading of Text 1.
- Questions and Answers. Ask the questions in the Student Book.
- Have students repeat after you:
  - They're a good team.*      *They play well.*
  - They're a bad team.*      *They play badly.*
  - He's a good player.*      *He plays well.*
  - He's a bad player.*      *He plays badly.*
  - He's a good singer.*      *He sings well.*
  - He's a bad singer.*      *He sings badly.*
- Practice:
 

T: <i>They're a good team.</i>	Continue:
T: <i>They play well.</i>	<i>He's a bad singer.</i>
T: <i>He's a bad singer.</i>	<i>He's a good player.</i>
T: <i>He sings badly.</i>	<i>He's a good teacher.</i>
T: <i>They're a good team.</i>	<i>They're bad skiers.</i>
C: <i>They play well.</i>	<i>She's a good dancer.</i>
	<i>He's a bad swimmer.</i>

- Have students repeat after you:
 

A: <i>He's a singer.</i>	A: <i>They're dancers.</i>
B: <i>How does he sing?</i>	B: <i>How do they dance?</i>
A: <i>He sings well.</i>	A: <i>They dance well.</i>

- Practice:
 

T: <i>How does he sing?</i>	Continue:
T: <i>they</i>	<i>they</i>
T: <i>How do they sing?</i>	<i>sing</i>
T: <i>dance</i>	<i>she</i>
T: <i>How do they dance?</i>	<i>swim</i>
T: <i>How does he sing? Repeat!</i>	<i>you</i>
C: <i>How does he sing?</i>	<i>ski</i>
	<i>he</i>

10. Application. Write these sentences on the board.

A: *Do you drive?*      A: *How do you drive?*

B: *Yes, I do.*      B: *I drive well.*

Ask students and have them ask each other and you:

Do you	swim?	How do you	swim?
	<i>dance?</i>		<i>dance?</i>
	<i>play tennis?</i>		<i>play tennis?</i>
	<i>play football?</i>		<i>play football?</i>
	<i>type?</i>		<i>type?</i>
	<i>speak English?</i>		<i>speak English?</i>
	<i>sing?</i>		<i>sing?</i>
	<i>cook? etc.</i>		<i>cook? etc.</i>

11. Application. Ask students about currently famous people: *How does (Barbra Streisand) sing? How does (John Elway) play football? How does (Michael Andretti) drive? How does (Will Clark) play baseball? etc.*

12. Text 2. Follow the same procedure as for Text 1 in steps 2 to 5.

13. Application. Ask questions (plus *Ask him/her/me*).  
*Do you drive? How do you drive?*  
*Are you a good driver? Do you often have accidents? etc.*

14. Text 3. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or read the text.

15. Listen and repeat Text 3.

16. Silent reading of Text 3.

17. Questions and Answers. Use the questions in the Student Book.

18. Text 4. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or read the text.

19. Listen and repeat Text 4.

20. Silent reading of Text 4.

21. Have students repeat after you:  
*He's a hard worker...he works hard.*  
*He's a fast worker...he works fast.*  
*He's a good worker...he works well.*  
 Note that these are exceptions to the *-ly* rule.

22. Questions and Answers. Ask the questions in the Student Book.

23. Application. Ask the students questions:  
*Are you a hard worker?*  
*Do you work hard? etc.*

24. Focus attention on the adjective/adverb list under **Look at this** at the bottom of the page. Go over the exercise orally. Assign the exercise for written work in class or for homework.

25. Additional homework. Have the students write the answers to the questions in the Student Book.

See **Suggestions for further activities** on page 95.

**Target structures**

Present Continuous for future meaning  
*I'm going out of town this weekend.*

**Expressions**

*out of town*  
*For how long?*  
*Just for (two days).*  
*Would you like to come to a party?*  
*I'd like to.*  
*I'm busy (on Saturday).*  
*Maybe some other time.*  
*Thanks anyway.*  
*Do you come here often?*

**Vocabulary**

*dance*                      *maybe*  
*rock concert*            *other*

*live (v)*

- Briefly review the previous lesson.
- Conversation A-B. Set up the situation. Focus attention on the picture. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat Conversation A-B.
- Practice:
 

T: <i>this weekend</i>	Continue:
T: <i>What are you doing this weekend?</i>	<i>on Saturday</i>
T: <i>on Saturday</i>	<i>tomorrow</i>
T: <i>What are doing on Saturday?</i>	<i>this afternoon</i>
T: <i>this weekend</i>	<i>on Tuesday</i>
C: <i>What are doing this weekend?</i>	<i>tonight</i>
	<i>on Thursday</i>
	<i>next week</i>
- Practice:
 

T: <i>Las Vegas</i>	Continue:
T: <i>I'm going to Las Vegas.</i>	<i>the movies</i>
T: <i>the movies</i>	<i>Philadelphia</i>
T: <i>I'm going to the movies.</i>	<i>the football game</i>
T: <i>Las Vegas</i>	<i>Acapulco</i>
C: <i>I'm going to Las Vegas.</i>	<i>the concert</i>
	<i>New Orleans</i>
- Focus attention on Conversation A-B. The students look and listen. Play the recording or act out the conversation.
- Silent reading of Conversation A-B.
- The teacher takes the part of A. The class in chorus takes the part of B. Go through the conversation. Then the teacher takes the part of B. The class in chorus takes the part of A. Go through the conversation.
- Pair Work on Conversation A-B.
- Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. Students do the same in pairs, using cues in the book.
- Conversation C-D. Follow the same procedure as for Conversation A-B, but include steps 12, 13, 14, and 15.

**12. Practice:**

T: *a party*  
 T: *Would you like to come to a party?*  
 T: *a dance*  
 T: *Would you like to come to a dance?*  
 T: *a party*  
 C: *Would you like to come to a party?*

Continue:

*a dance*  
*a picnic*  
*a rock concert*  
*a baseball game*

**13. Practice:**

T: *Would you like to come to a party?*  
 T: *I'd like to. When is it?*  
 T: *Would you like to come to a dance?*  
 T: *I'd like to. When is it?*  
 T: *Would you like to come to a party?*  
 C: *I'd like to. When is it?*  
 Continue:  
*Would you like to come to a dance?*  
*Would you like to come to a picnic?*  
*Would you like to come to a rock concert?*  
*Would you like to come to a baseball game?*

**14. Practice:**

T: <i>Sunday</i>	Continue:
T: <i>I'm busy on Sunday.</i>	<i>Monday</i>
T: <i>Monday</i>	<i>Tuesday</i>
T: <i>I'm busy on Monday.</i>	<i>Wednesday</i>
T: <i>Sunday</i>	<i>Thursday</i>
C: <i>I'm busy on Sunday.</i>	<i>Friday</i>
	<i>Saturday</i>

**15. Invention Exercise:**

T: *homework*  
 T: *I'm doing my homework on Saturday.*  
 T: *letters*  
 T: *I'm writing letters on Saturday.*  
 T: *homework*  
 S: *I'm doing my homework on Saturday.*

Continue:

*letters*  
*football*  
*tennis*  
*the movies*

**16.** Conversation E-F. Follow the same procedure as for Conversation A-B.

**17. Application.** Ask individual students:

T: *Where do you work/live?*  
 S: *In an (office/apartment).*  
 T: *Do you like it?*  
 S: *It's OK/Yes/No, I don't, etc.*

**18.** The questionnaire. Select a student and ask him/her the questions, demonstrating how to fill in the questionnaire.

**19.** Each student interviews three other students and completes the questionnaire.

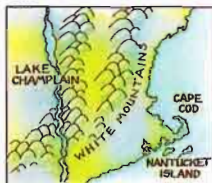
**20. Pair Work.** Students ask and answer about each other's questionnaires, e.g.,

S1: *Who did you ask?*  
 S2: *Maria.*  
 S1: *Does she come to school every day?*  
 S2: *No, she doesn't, etc.*

See **Suggestions for further activities** on page 95.

A: What are you doing this weekend?  
 B: I'm going out of town.  
 A: Oh? Where are you going?  
 B: I'm going to Cape Cod.  
 A: For how long?  
 B: Just for two days.

this weekend  
 on Saturday  
 tomorrow  
 next week  
 on Thanksgiving



C: Would you like to come to a party?  
 D: Well, uh, I'd like to. When is it?  
 C: Saturday night.  
 D: Oh, sorry. I'm busy on Saturday.  
 C: What are you doing?  
 D: Uh...I'm doing my homework.  
 C: Your homework?  
 D: That's right.  
 C: Well, maybe some other time.  
 D: Right. Uh, thanks anyway.

party  
 dance  
 rock concert  
 baseball game

Saturday  
 Sunday  
 Monday  
 Tuesday  
 Wednesday  
 Thursday  
 Friday



E: Would you like to dance?  
 F: OK.  
 E: Do you come here often?  
 F: Sometimes.  
 E: Do you live near here?  
 F: No, I don't.  
 E: Where do you work?  
 F: In a bank.  
 E: Do you like it?  
 F: It's OK.

sometimes  
 once a week  
 twice a week  
 every night  
 occasionally

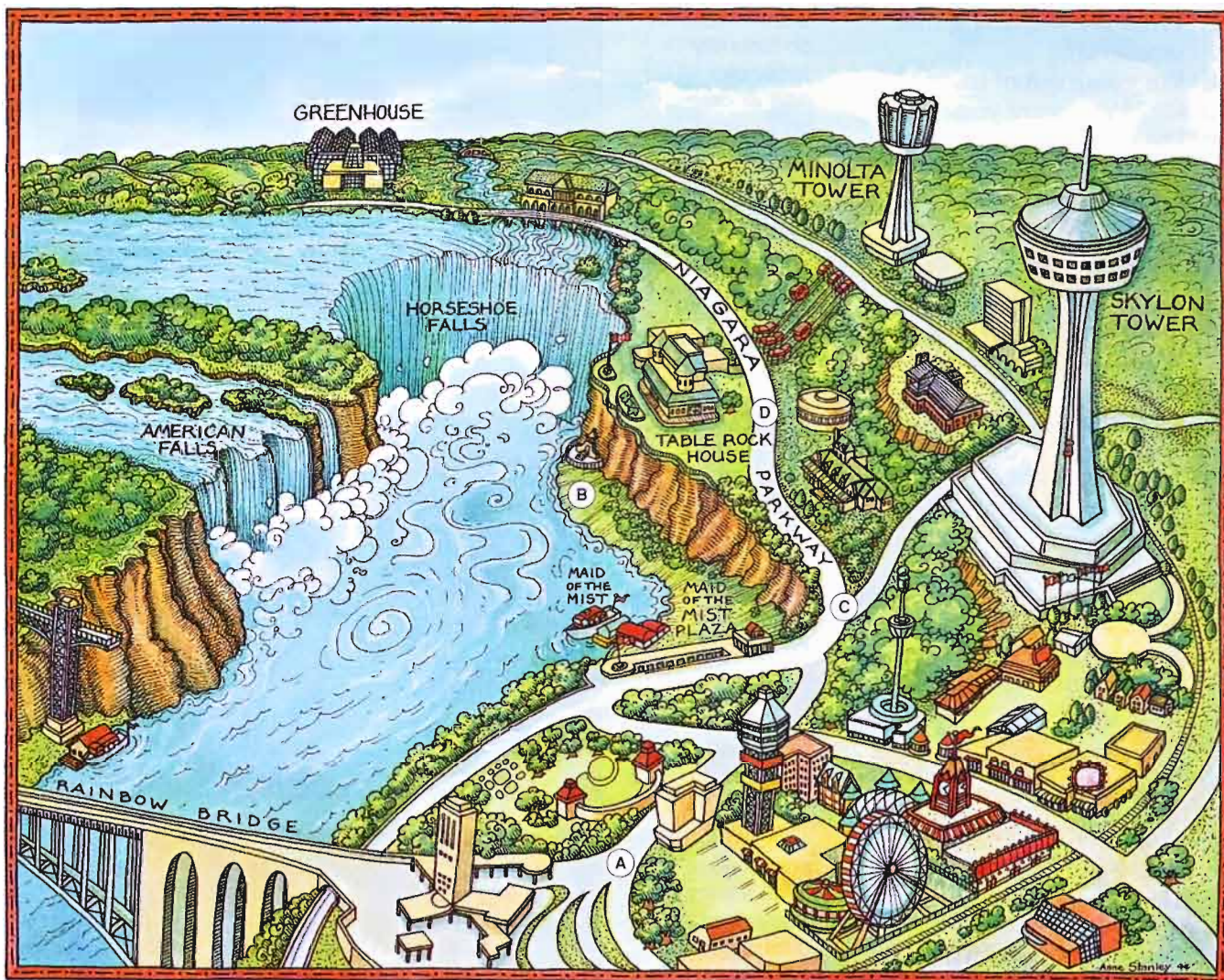
Where do you work?  
 Where do you go to school?  
 Where do you study?



Make conversations. Go around the class and ask three students these questions. Check the boxes after each student's answer (✓ = yes, x = no).

1. Do you come to school every day? <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	5. Are you going out of town soon? <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
2. Do you live near the school? <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	6. Do you often go to parties? <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
3. Are you busy next Saturday? <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	7. Do you like parties? <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
4. Are you busy tomorrow? <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	8. Do you like dancing? <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C





Look at the map. Put A, B, C, or D next to the conversations.

**Bill:** Excuse me, I'm looking for the Skylon Tower.

**Woman:** Pardon me?

**Bill:** I'm looking for the Skylon Tower.

**Woman:** It's right behind you. You're standing right in front of it.

**Bill:** Where can I find the boat trips to the Falls?

**Man:** Ah, you want the *Maid of the Mists* Plaza. Walk along this street—it's the Niagara Parkway. Stay near the river; the road goes around to the right. The entrance to the boat

trips is just around the bend on your right. You can't miss it.

**Bill:** Sorry. Could you repeat that?

**Bill:** Pardon me. How do I get to the United States?

**Woman:** Just go straight ahead. Go across the Rainbow Bridge and you're there! This side's Canada, that side's the U.S.A.

**Bill:** Which are the Canadian Falls?

**Man:** They're on our right. The Horseshoe Falls is another name for the Canadian Falls.

**Bill:** So, the American Falls are across the river on our left.

**Man:** That's correct.

#### Exercise

You are at C. Give another student directions to:

1. The Minolta Tower
2. The Greenhouse
3. The Rainbow Bridge
4. Table Rock House

## Target structure

Asking for and giving directions

## Expressions

right (behind you)/(in front of it)

Where can I find (the boat trips)?

You can't miss it.

Could you repeat that?

How do I get to (the Skylon Tower)?

Go (straight ahead).

## Vocabulary

falls	behind
boat trip	across
plaza	straight ahead
parkway	correct (adj)

entrance  
bridge  
side

go around  
miss  
repeat

- Briefly review the previous lesson.
- Conversation 1. Set up the situation. Focus attention on the map. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat the conversation.
- Practice:
 

T: <i>the Skylon Tower</i>	Continue: <i>the Empire State Building</i>
T: <i>I'm looking for the Skylon Tower.</i>	<i>the Statue of Liberty</i>
T: <i>the Empire State Building</i>	<i>the Museum of Art</i>
T: <i>I'm looking for the Empire State Building.</i>	<i>Rockefeller Center</i>
T: <i>the Skylon Tower</i>	
C: <i>I'm looking for the Skylon Tower.</i>	
- Practice:
 

T: <i>behind</i>	Continue: <i>next to</i>
T: <i>It's right behind you.</i>	<i>in front of</i>
T: <i>next to</i>	<i>opposite</i>
T: <i>It's right next to you.</i>	<i>ahead of</i>
T: <i>behind</i>	
C: <i>It's right behind you.</i>	
- Silent reading of the conversation.
- Pair Work on the conversation.
- Conversation 2. Follow the same procedure as for Conversation 1, but include steps 9 and 10.
- Practice:
 

T: <i>the boat trips</i>	Continue: <i>the station</i>
T: <i>Where can I find the boat trips?</i>	<i>the bank</i>
T: <i>the station</i>	<i>the post office</i>
T: <i>Where can I find the station?</i>	<i>the city center</i>
T: <i>the boat trips</i>	
C: <i>Where can I find the boat trips?</i>	

- |                               |             |
|-------------------------------|-------------|
| 10. Practice:                 | Continue:   |
| T: <i>it</i>                  | <i>him</i>  |
| T: <i>You can't miss it.</i>  | <i>them</i> |
| T: <i>him</i>                 | <i>her</i>  |
| T: <i>You can't miss him.</i> | <i>it</i>   |
| T: <i>it</i>                  |             |
| C: <i>You can't miss it.</i>  |             |

11. Conversation 3. Follow the same procedure as for Conversation 1, but include step 12.

- |   |                   |
|---|-------------------|
| 12. Practice:   | Continue:         |
| T: <i>the United States</i>                             | <i>the river</i>  |
| T: <i>Excuse me. How do I get to the United States?</i> | <i>the museum</i> |
| T: <i>the river</i>                                     | <i>the park</i>   |
| T: <i>Excuse me. How do I get to the river?</i>         | <i>the hotel</i>  |
| T: <i>the United States</i>                             |                   |
| C: <i>Excuse me. How do I get to the United States?</i> |                   |

13. Conversation 4. Follow the same procedure as for Conversation 1, but include step 14.

14. Practice on (my) left/on (her) right by asking about students and objects in the room, e.g., T: *Where's Paolo? He's on my left. Is Yoko near Maria? Yes, she's on her right,* etc.

15. Set the task. Students look at the map and write A, B, C, and D next to the conversations. Go over the answers (Conversation 1 = C, 2 = D, 3 = A, 4 = B).

16. Go through the places on the map, having students repeat the names after you. Explain any difficult vocabulary.

17. Exercise. Ask a student to give you instructions from C to the Minolta Tower. You may wish to pull out all the phrases that describe directions from the conversations and write them on the board: *walk along (this street)/Stay near (the river)/go straight ahead,* etc. Go through 2, 3, and 4 orally in the same way.

18. Pair Work on the exercise. Students practice asking the way to the four places and giving directions. You could ask a few pairs to act out the conversations in front of the class.

19. Assign the exercise as written work in class or for homework.

## Suggestions for further activities

1. Bring in a plan of a leisure or theme park, a national park or vacation spot, or a popular area near you and distribute copies to students. They make up conversations based on the plan, asking for and giving directions.

2. Students draw a map of a favorite location and proceed as in 1.

**Expressions**

For when?

How would you like to pay?

(July) of next year  
a discount of (25%)

Do you work in the area?

**Vocabulary**

card number

expiration date

E.S.L. (English as a Second Language)

membership card

recreation center

ID

driver's license

form

photograph

discount

percent

library

application

capital letter

ink

title (Mr./ Ms., etc.)

date (month/day/year)

pay (v)

complete (v)

so

**1.** Briefly review the previous lesson.**2.** Conversation A-B. Focus attention on the picture. Set up the situation. Have the students cover the conversation. Play the recording or act out the conversation.**3.** Listen and repeat conversation A-B.**4.** Practice:

T: Aladdin

T: *I'd like two tickets for Aladdin, please.*T: *three tickets*T: *I'd like three tickets for Aladdin, please.*

T: Aladdin

T: *I'd like two tickets for Aladdin, please. Repeat!*C: *I'd like two tickets for Aladdin, please.*

Continue:

*three tickets**Jungle Book**four tickets**Robin Hood**a ticket***5.** Ask individual students *What's your name?* They should give their last name first, then their complete name, e.g.,S1: *Ishikawa. Naoko Ishikawa.*S2: *Fernandez. Juan Fernandez.*S3: *Leclerc. Philippe Leclerc.***6.** Focus attention on Conversation A-B. Have students look and listen. Play the recording or act out the conversation.**7.** Silent reading of Conversation A-B.**8.** The teacher takes the part of A. The class in chorus takes the part of B. Go through the conversation. Then the teacher takes the part of B. The class in chorus takes the part of A. Go through the conversation.**9.** Pair Work on the conversation.**10.** Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. Students do the same in pairs, using the cues in the book.**11.** Conversation C-D. Follow the same procedure as for Conversation A-B, but include steps 12 and 13.**12.** Practice:T: *I work for an airline.*T: *Oh, really? Which one?*T: *I work for an oil company.*T: *Oh, really? Which one?*T: *I work for an airline.*C: *Oh, really? Which one?*

Continue:

*I work for an oil company.**I work for a computer company.**I work for a bank.**I work for a department store.***13.** Select a student and act out the conversation with true statements about the student. Students do the same in pairs, using real information.**14.** Conversation E-F. Follow the same procedure as for Conversation A-B, but include steps 15 and 16.**15.** Practice:T: *work*T: *Do you work in the area?*T: *she*T: *Does she work in the area?*T: *work*T: *Do you work in the area? Repeat!*C: *Do you work in the area?*

Continue:

*she**go to school**they**live**work**he***16.** Practice:T: *That's \$20, please.*T: *Is there a student discount?*T: *That's \$10, please.*T: *Is there a student discount?*T: *That's \$20, please.*C: *Is there a student discount?*

Continue:

*That's \$10, please.**That's \$25, please.**That's \$40, please.**That's \$100, please.**That's \$18, please.***17.** Read through the registration form with the students. Elicit questions for each space in the form, e.g., *What's your name? What's your last name? What is your first name? Is that Miss? What's your date of birth?* etc.**18.** Pair Work. Students interview each other and complete the form.**19.** Students change partners and ask about their partner's previous partner, e.g., *What's her name? Where does she live?* etc.**Suggestions for further activities****1.** Cut out some advertisements for theater shows or movies from newspapers (or make them up). Use them as the basis for a role play similar to conversation A-B.**2.** Bring in information about local recreation centers, health clubs, etc., or have students make them up. Students develop and practice role plays. Have some pairs "perform" their role plays for the class.

- A: AMC Movie Theater. How can I help you?  
 B: I'd like two tickets for *Aladdin*, please.  
 A: For when?  
 B: Saturday at four o'clock.  
 A: December 26th, four o'clock. That's \$9. How would you like to pay?  
 B: Visa. Card number 9999 8160 2277 4538.  
 A: And what's your name?  
 B: Lee. William Lee.  
 A: And the expiration date on the card?  
 B: July of next year.
- C: Are you a student here?  
 D: Yes. It's my first day.  
 C: What are you studying?  
 D: E.S.L.  
 C: Oh, where are you from?  
 D: São Paulo in Brazil.  
 C: Are you a student in Brazil?  
 D: No, I'm not. I work for an airline.  
 C: Oh, really? Which one?  
 D: Varig. Do you know it?

- Tuesday, 5/23  
 6:30 PM  
 Thursday, 8/17  
 11:45 AM  
 Sunday, 1/30  
 2:15 PM  
 Wednesday, 9/13  
 5:00 PM



São Paulo, Brazil,  
 Varig  
 Osaka, Japan, All  
 Nippon Airways  
 Seoul, Korea,  
 Korean Air  
 Monterrey, Mexico,  
 AeroMexico



- (go to school) -  
 student ID  
 James Polk High  
 School  
 The State University
- (live) - driver's  
 license  
 on 56th Street  
 in South Brentwood
- (work) - employee ID  
 for Lemon  
 Computers  
 at the library



- E: Hello. I'd like a membership card for the Recreation Center.  
 F: The Center is for the Brentwood area only.  
 E: Yes, I know.  
 F: Do you live, work, or go to school in the area?  
 E: I go to school here.  
 F: Do you have a student ID?  
 E: It's right here. I'm a student at Brentwood College.  
 F: OK. Can you complete this form? I also need a passport photograph and \$20.  
 E: Is there a student discount?  
 F: Yes. There's a discount of twenty-five percent. Twenty dollars is the discount price.

- Exercise 1**  
 Interview another student and complete the form.
- Exercise 2**  
 Interview a different student. Ask about the answers on his or her form, e.g.:  
 What's (her) name?  
 Where does (she) live?

**Brentwood Recreation Center**  
**Application for Center Membership**

Please complete the form clearly in CAPITAL LETTERS in ink.

Last Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_  
 First Name: \_\_\_\_\_  
 Title: (Mr./Mrs./Miss/Ms./Other) \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Princess Amelia of Sylvania is on a skiing trip to Aspen, Colorado. Princess Amelia employs three security guards. They're outside her hotel now. They're talking to a photographer. The Princess has a lot of problems with photographers!

**Guard:** OK. Don't move!

What's your name, bud?

**Justin:** Hanson. Justin Hanson.

I work for *The National Questioner*.

**Guard:** Right! You were here yesterday.

**Justin:** No, I wasn't.

**Guard:** Yes, you were. You were here yesterday afternoon.

**Justin:** I wasn't! I was in Denver yesterday.

**Guard:** Yeah? What about Saturday? Where were you on Saturday?

**Justin:** Uh...what time?

**Guard:** Two o'clock. Where were you at two o'clock?

**Justin:** Uh, I was here, on the ski slope.

**Guard:** Right! And where were you on January 12th?

**Justin:** I can't remember.

**Guard:** It was a Wednesday.

**Justin:** Oh, really? No, I can't remember.

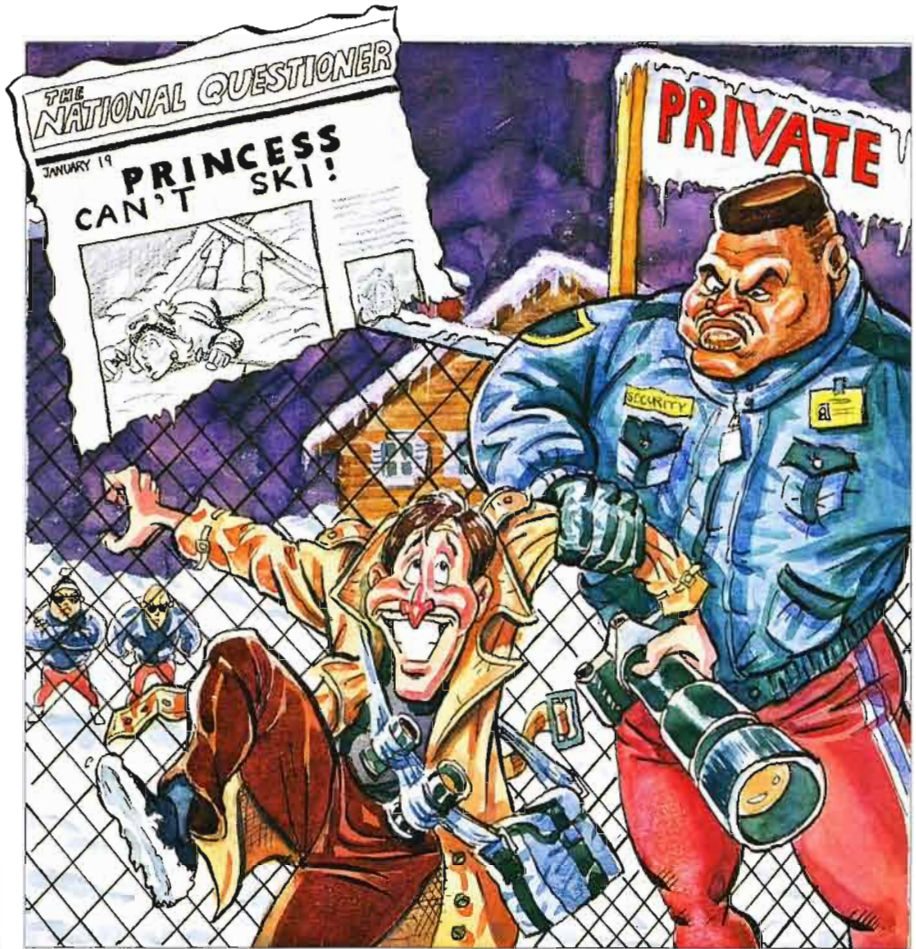
**Guard:** I can. You were in New York. Outside Princess Amelia's hotel. And where were you at seven o'clock this evening?

**Justin:** I'm not answering any more questions.

**Guard:** Yes, you are, bud. You were outside the swimming pool. With your camera. And the Princess was in the pool.

**Justin:** OK. But there wasn't any film in my camera.

**Guard:** Yeah, right. OK, open your camera!



### Questions

Where were you at

one o'clock?  
five after two?  
ten after three?  
a quarter after four?  
five-thirty?  
twenty to seven?

I was at

home.  
school.  
work.  
the movies.  
the supermarket.  
the bank.

### Questions

When were you in

New York?  
Europe?  
Mexico?  
Brazil?  
Colombia?  
California?  
Korea?  
Japan?

I was there in

January.  
February.  
March.  
April.  
May.  
June.  
July.  
August.  
September.  
October.  
November.  
December.

### Exercise 1

Look at this example:

I/here/two o'clock

*I was here at two o'clock.*

1. He/Italy/July
2. They/home/Sunday
3. You/here/one o'clock
4. She/school/yesterday
5. It/cold/January
6. We/Rio/Wednesday

### Exercise 2

Look at this example:

You/New York/February?

*Were you in New York in February?*

1. he/Oregon/November?
2. it/hot/June?
3. they/at work/five-thirty?
4. she/home/Thursday?
5. you/there/four o'clock?
6. they/China/December?

## Target structures

The Past Simple Tense of the verb *to be*.

*I was here/there. I wasn't here/there.*

*You were here/there. You weren't here/there.*

*Was I here/there? Yes, I was/No, I wasn't.*

*Were you here/there? Yes, you were/No, you weren't.*

*When were you (here)?*

*Where were you (yesterday)?*

## Expressions

Right! Oh, really?

## Vocabulary

skiing trip	ski slope	employ	Names of the months
security guard	film	move	last (Monday)
photographer	private	remember	yesterday
bud(dy)			

1. Briefly review the previous lesson.

2. Place a small object on the table.

T: *Where's the (pen)?* S: *It's on the table/It's there.*

Remove the object, hide it, and say: *It isn't there now...but it was there.*

T: *Today's (Monday). I'm here now. I was here last (Monday).*

Point to a student: *He was here last Monday.*

Point to a student: *She was here last Monday.*

Point to an object: *It was here last Monday.*

3. Have the students repeat after you:

*I was here on Monday. She was here on Wednesday.*

*He was here on Tuesday. It was here on Thursday.*

Note: Draw a calendar for two weeks on the board. Practice with *on (Monday)* as the most recent (*Monday*); *last (Monday)* as a week ago.

4. Practice:

T: *Monday*

T: *I was here on Monday.*

T: *Monday*

C: *I was here on Monday.*

Continue:

*Tuesday*

*Wednesday*

*Thursday*

*Friday*

5. Invention Exercise:

T: *He/Monday*

T: *He was here on Monday.*

T: *He/Monday*

S: *He was here on Monday.*

Continue:

*I/Tuesday*

*She/Wednesday*

*It/Thursday*

*He/Friday*

6. T: *On Sunday, I wasn't here.*

*He wasn't here.*

*She wasn't here.*

*It wasn't here.*

Point to students and an object (a book).

7. Have the students repeat after you:

*I wasn't here. He wasn't here. She wasn't here. It wasn't here.*

8. Practice:

T: *Monday*

T: *I was here.*

T: *Sunday*

T: *I wasn't here.*

T: *Monday*

S: *I was here.*

Continue:

*Sunday*

*Wednesday*

*Saturday*

*Thursday*

9. T: *You were here on (Monday),* (to an individual).

*You were here on (Monday),* (indicate a group).

*We were here on (Monday). They were here on (Monday).*

Listen and repeat.

10. T: *You weren't here on Saturday. We weren't here on Saturday. They weren't here on Sunday. Listen and repeat.*

11. Practice:

T: *They/Monday*

T: *They were here on Monday.*

T: *We/Sunday*

T: *We weren't here on Sunday.*

T: *They/Monday*

C: *They were here on Monday.*

Continue:

*We/Sunday*

*You/Thursday*

*They/Saturday*

*You/Friday*

12. Practice:

T: *I*

C: *I was here.*

Continue: *They/He/We/She/You/It*

13. Practice:

T: *He*

C: *He wasn't here.*

Continue: *You/She/We/It/They*

14. Have students repeat after you:

A: *Were you here on Monday?* B: *Yes, I was.*

A: *Were you here on Sunday?* B: *No, I wasn't.*

T: *Ask me/Ask him/Ask her/Ask each other.*

Ask: *Was Maria here on Friday?*

*Were Rosa and Juan here on Saturday?* etc.

15. Practice:

T: *I*

T: *Was I here yesterday?*

T: *you*

T: *Were you here yesterday?*

T: *I*

C: *Was I here yesterday?*

Continue:

*you*

*she*

*they*

*it*

*we*

*he*

16. Have students repeat after you: *January. January's the first month. February. February's the second month, etc.*

17. Ask questions:

T: *Which is the fourth/tenth/sixth month?*

C: *April's the fourth month.*

T: *Ask me/Ask him/Ask her/Ask each other.*

18. Focus attention on the picture. Set up the situation.

Have students cover the conversation. Play the recording or act out the conversation.

19. Listen and repeat the conversation.

20. Practice:

T: *you*

T: *Where were you on Saturday?*

T: *she*

T: *Where was she on Saturday?*

T: *you*

C: *Where were you on Saturday?*

Continue:

*she*

*I*

*we*

*he*

*they*

21. Silent reading of the conversation.

22. Pair Work on the conversation.

23. Go over the questions in the Student Book orally. Have students ask them in pairs.

24. Assign Exercises 1 and 2 for written work in class or for homework.

See **Suggestions for further activities** on page 95.

**Target structures**

There was.../There were...  
What was (it) like?

**Vocabulary**

month	health club	friendly
ocean	store	
beach	golf course	
sun	game room	
grandparent		

- 1.** Briefly review the previous lesson. Check days of the week and months of the year.
- 2.** Focus attention on the picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.
- 3.** Listen and repeat the conversation.
- 4.** Practice:
- T: *I*  
T: *I was on vacation.*  
T: *They*  
T: *They were on vacation.*  
T: *I*  
C: *I was on vacation.*
- Continue:
- They*  
*She*  
*We*  
*You*  
*He*  
*Joe*
- 5.** Practice:
- T: *I was on vacation.*  
T: *They*  
T: *They were on vacation.*  
T: *in Texas*  
T: *They were in Texas.*  
T: *I was on vacation. Repeat!*
- Continue:
- They*  
*in Texas*  
*She*  
*Mexico*  
*Was she...?*  
*When...?*  
*you*  
*on vacation*  
*he*
- 6.** Practice:
- T: *I was in Switzerland in January.*  
T: *We*  
T: *We were in Switzerland in January.*  
T: *April*  
T: *We were in Switzerland in April.*  
T: *I was in Switzerland in January. Repeat!*
- Continue:
- We*  
*April*  
*Spain*  
*December*  
*She*  
*Japan*  
*August*  
*You*  
*February*
- 7.** Practice:
- T: *I was in Colorado.*  
T: *Colorado! What was it like?*  
T: *I was in Paris.*  
T: *Paris! What was it like?*  
T: *I was in Colorado.*  
C: *Colorado! What was it like?*
- Continue:
- I was in Paris.*  
*I was in China.*  
*I was in Italy.*  
*I was in Mexico.*  
*I was in Japan.*
- 8.** Practice:
- T: *the hotel*  
T: *What was the hotel like?*  
T: *the people*  
T: *What were the people like?*  
T: *the hotel*  
C: *What was the hotel like?*
- Continue:
- the people*  
*the weather*  
*the beaches*  
*the food*  
*the service*

- 9.** Practice:
- T: *swimming pool*  
T: *There was a swimming pool.*  
T: *a golf course*  
T: *There was a golf course.*  
T: *swimming pool*  
C: *There was a swimming pool.*
- Continue:
- a golf course*  
*a private beach*  
*two game rooms*  
*three restaurants*  
*four tennis courts*

- 10.** Silent reading of the conversation.
- 11.** Questions and Answers. Ask Yes/No questions: *Was Joe on vacation?* (to elicit: *Yes, he was.*)  
*Was Diane on vacation?* (to elicit: *No, she wasn't.*)  
*Was the weather beautiful?*  
*Was he in Florida in January?*  
*Was he in Colorado in January?*  
*Was there a swimming pool?*  
*Were there four restaurants?*  
*Were his children with him?*  
*Was Suzanne with him?*

Ask *Wh-* questions:

*Where was Joe last month?*  
*Where was Joe in January?*  
*When was he in Florida?*  
*What was the weather like?*  
*What was the hotel like?*  
*How many restaurants were there?*  
*What were the people like?*  
*Who was with him?*  
*Where were his children?*

- 12.** Pair Work on the conversation.

- 13.** Application. Ask about the students' last vacation, using the same forms:
- Where were you?*  
*What was the hotel like?*  
*food*  
*weather, etc.*
- Ask me/Ask him/Ask her/Ask each other.*

- 14.** After you have asked several students, have them ask each other. Go over the exercises orally, and assign them for written work in class or for homework.

**Suggestions for further activities**

- 1.** Tell the class about two imaginary vacations, one in a deluxe hotel and one in a very cheap hotel. Students ask questions, e.g., *Was there a swimming pool?* *Were there any restaurants?* *How many were there?* etc. Draw a chart on the board listing the facts and features of the two hotels. This chart can then be used as the basis for a role play in pairs (travel agent describing the two hotels to a customer).
- 2.** Game: *Where was I?* Demonstrate the game.  
T: *Yesterday I was in a place. There was music. There were some chairs. There were some tables. There were a lot of lights. There were a lot of young men and women.... Where was I?* Students guess, e.g., S1: *Was it a restaurant?* T: *No, it wasn't.* S2: *Were you in a club?* T: *Yes, I was.* Students continue the game in pairs, describing other locations in the same way, e.g., a beach, a movie theater, the school, a bedroom, a sports stadium, a gas station, a park, a supermarket, a hospital, a music store, a post office, a bank, etc.

Diane: Hi, Joe. Where were you last month?  
 Joe: Oh, hi, Diane. I was on vacation.  
 Diane: Really? But you were on vacation in January.  
 Joe: Yes, I was in Colorado in January.  
 Diane: Where were you last month?  
 Joe: I was in Florida.  
 Diane: Florida? What was it like?  
 Joe: Fantastic! The weather was beautiful and the ocean was very warm.  
 Diane: What was the hotel like?  
 Joe: Excellent! There was a swimming pool and a private beach. And there were three restaurants.  
 Diane: What were the people like?  
 Joe: They were very friendly.  
 Diane: Was Suzanne with you?  
 Joe: Yes. She loves the sun.  
 Diane: What about your children? Were they with you?  
 Joe: No, they weren't. They were with their grandparents in Chicago.

**Exercise 1**

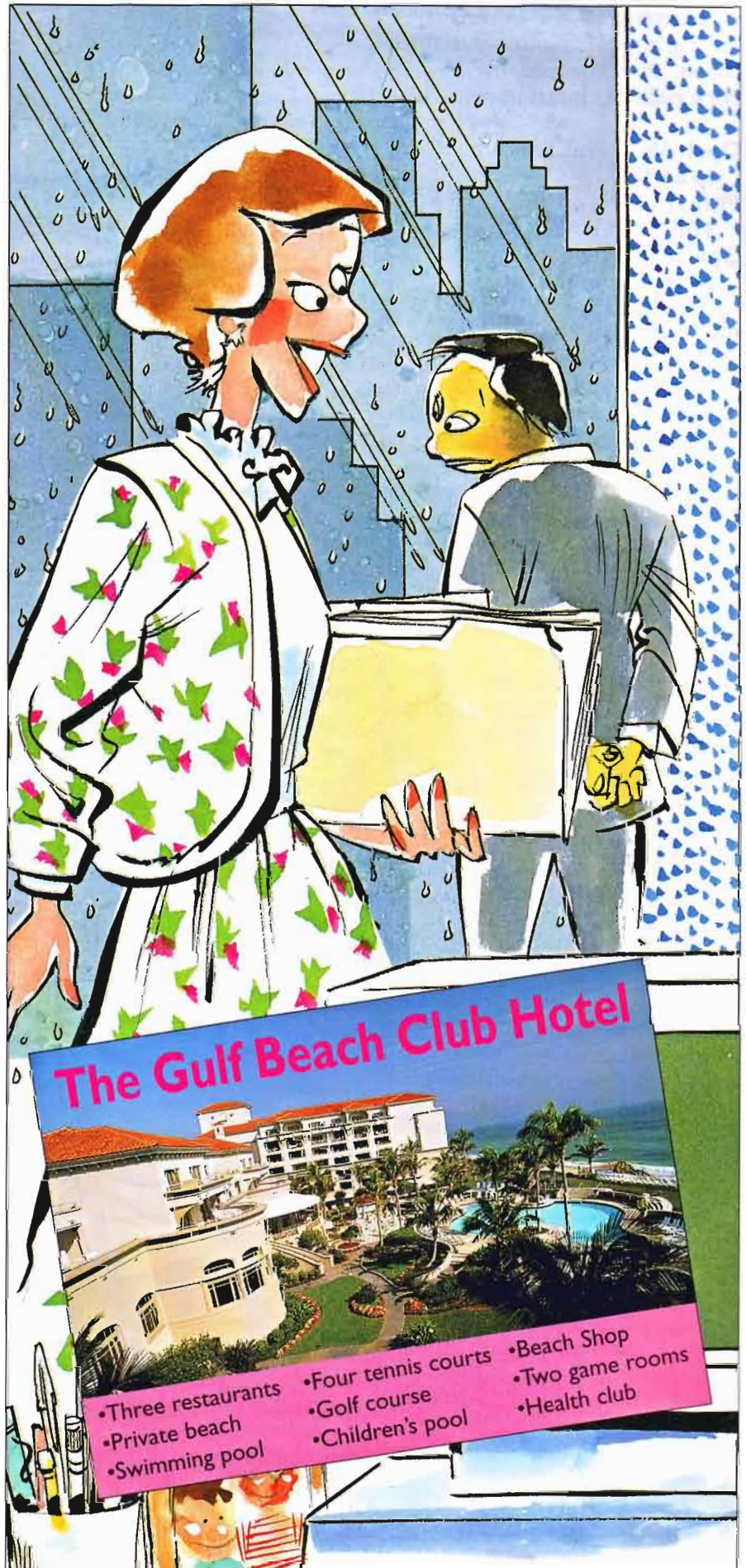
There was a swimming pool.  
 There were three restaurants.  
 Now you write six other sentences.

**Exercise 2**

weather  
 What was the weather like?

restaurants  
 What were the restaurants like?

1. service
2. stores
3. food
4. beaches
5. hotel
6. people





Phil Strongarm, the astronaut, is talking about his journey to the moon. Opel Winford, the TV personality, is interviewing Phil.

**Opel:** Well, Phil, welcome back to Earth.

**Phil:** Thanks, ma'am. Uh, Ms. Winford...I mean, Opel.

**Opel:** Did you have any problems on the trip into space?

**Phil:** We didn't have any serious problems, but it certainly wasn't a picnic.

**Opel:** What do you mean?

**Phil:** We didn't have a bath or shave for two weeks.

**Opel:** Oh, really?

**Phil:** Yes. It wasn't very comfortable.

**Opel:** What about food? Was that a problem?

**Phil:** Well, we didn't have any normal food.

**Opel:** What did you have?

**Phil:** We had some food tablets and other kinds of food in tubes.

**Opel:** Are you going to the moon again, Phil?

**Phil:** I hope so, um, Opel. It was uncomfortable and difficult...but it was wonderful.

#### Questions

Who's Phil Strongarm?

What's Phil talking about?

Who's interviewing him?

Was it comfortable or uncomfortable?

Did they have any normal food?

What did they have?

Is Phil going to the moon again?

Was it wonderful?



#### Exercise 1

I/breakfast/eight o'clock

*I had breakfast at eight o'clock.*

1. You/coffee/eleven o'clock
2. He/lunch/12:30
3. She/a snack/3:30
4. They/dinner/eight o'clock
5. We/supper/nine o'clock

#### Exercise 2

they/a vacation/last year?

*Did they have a vacation last year?*

1. he/a haircut/last week?
2. you/a good time/last night?
3. she/a birthday/last month?
4. they/a party/last weekend?
5. you/an appointment/this morning?

#### Exercise 3

We/a lesson/Sunday

*We didn't have a lesson on Sunday.*

1. He/a date/Saturday
2. She/a haircut/Monday
3. We/a drink/Tuesday
4. I/a party/Thursday
5. He/a good time/Friday

**Target structures**

Past Simple Tense

*What did you have (for breakfast)?**I had (some food)/I didn't have (any food).**Did he have (any food)? Yes, he did?/No, he didn't.***Expressions***What do you mean?**It was wonderful.**It (certainly) wasn't a picnic.**Welcome back!***Vocabulary**

astronaut	a shave	birthday	serious
journey	tablet	lesson	
moon	kind (n)	appointment	hope (v)
(TV) personality	tube	haircut	
earth	supper	(a) drink	
space	snack	(a) date	

**1.** Briefly review Units 42 and 43.**2.** T: *We're having a class now.**We have a class every day.**We had a class yesterday/on Friday.*

Now choose a student/students and say:

He/She

We had a class (yesterday).

They

You

I

Have the students repeat after you.

**3.** Practice:T: *I*C: *I had a class yesterday.*Continue: *She/We/They/You/He***4.** T: Listen:*We don't have classes on Sunday.**We didn't have a class last Sunday.*

Now choose a student/students and say:

He/She

We didn't have a class last Sunday.

They

You

I

Have the students repeat after you.

**5.** Practice:T: *She*C: *She didn't have a class last Sunday.*Continue: *You/They/He/We/I***6.** Have students repeat after you:A: *Do you have a class on Mondays?* B: *Yes, I do.*A: *Did you have a class last Monday?* B: *Yes, I did.*A: *Did you have a class last Sunday?* B: *No, I didn't.*T: *Did you have a class last Monday?/Sunday?/Thursday?* etc.C: *Yes, I did/No, I didn't.***7.** Practice:T: *He had a class last Monday.*T: *Did he have a class last Tuesday?*T: *She had a class last Tuesday.*T: *Did she have a class last Wednesday?*T: *He had a class last Monday.*C: *Did he have a class last Tuesday?*

Continue:

*She had a class last Tuesday.**They had a class last Wednesday.**You had a class last Thursday.**We had a class last Friday.***8.** Write on the board, and have students copy: *He had a class yesterday. He didn't have a class last Sunday. Did he have a class on Saturday? Yes, he did/No, he didn't.***9.** T: *Every day I have breakfast at eight o'clock.**I usually have coffee at eleven o'clock.**I usually have lunch at 12:30.**I usually have a snack at 3:30.**I usually have dinner at eight o'clock.*Ask questions (including *Ask him/Ask her*):*When do you usually have breakfast? coffee? lunch? etc.***10.** T: *I usually have breakfast at eight o'clock.*

Yesterday, I had breakfast at eight o'clock.

coffee at eleven o'clock.

lunch at 12:30.

a snack at 3:30.

dinner at six o'clock.

Ask questions:

*What time did you have breakfast yesterday?**What did you have for breakfast? etc.***11.** Ask questions:T: *What did you have for breakfast/lunch/dinner yesterday?**Ask him/Ask her/Ask me.***12.** Focus attention on the picture. Set up the situation.

Have the students cover the conversation. Play the recording or act out the conversation.

**13.** Listen and repeat the conversation.**14.** Silent reading of the conversation.**15.** Questions and Answers.T: *Who's Phil Strongarm?**What's he talking about?**Who's interviewing him?**Did they have any problems?**Were they comfortable or uncomfortable?**Did they have any normal food?**What did they have?**Is Phil going to the moon again?**Was it wonderful?***16.** Pair Work on the conversation.**17.** Go through the exercises orally. Assign them for written work in class or for homework.**Suggestions for further activities****1.** Have students list the times on the previous Sunday when they had: breakfast, lunch, dinner, snacks, and a bath or shower. Students interview each other in pairs and note their partner's answers, e.g., *What time did you have breakfast? Do you usually have breakfast at that time? What do you usually have for breakfast? What did you have last Sunday?* Ask students about their partners' routines, e.g., T: *What time did she have breakfast?* etc. As an extension, draw and discuss a chart of the class' results.**2.** Role play. Using the conversation in the Student Book as a model, students role play a journalist and someone who has explored the Antarctic, crossed the Sahara Desert on foot, climbed Mount Everest, or other situations students come up with.

**Target structures**

Past Simple Tense of irregular verbs: *have/go/come/get/play*

**Expressions**

(Ron), *is that you?*

**Vocabulary**

<i>downtown</i>	<i>bakery</i>	<i>almost</i>
<i>pool (game)</i>	<i>roll</i>	
<i>pool hall</i>	<i>drugstore</i>	
<i>butcher</i>		
<i>hamburger</i>		

1. Briefly review the previous lesson.

2. Focus attention on the picture. Set up the situation for the introductory text. Have students cover the text. Play the recording or act out the text.

3. Listen and repeat the text.

4. Silent reading of the text. Have students repeat:

*He went downtown.*

*He played pool.*

*He got the food.*

*He came home by taxi.*

5. T: *Every Saturday, Ron Carter goes downtown. What about last Saturday?*

C: *He went downtown.*

T: *He usually plays pool with his friends. What about last Saturday?*

C: *He played pool with his friends.*

T: *He usually gets the food. What about last Saturday?*

C: *He got the food.*

T: *He usually comes home by bus. What about last Saturday?*

C: *He came home by taxi.*

Have students repeat:

*He went downtown.*

*He played pool.*

*He got the food.*

*He came home by taxi.*

6. Questions and Answers. Use the questions in the Student Book for oral practice.

7. Set up the situation for the conversation. Have students cover the conversation. Play the recording or act out the conversation.

8. Listen and repeat the conversation.

9. Have students listen and repeat after you:

*He came home.*

*Did he come home?*

*He got everything.*

*Did he get everything?*

*He went to the butcher.*

*Did he go to the butcher?*

*They had some steak.*

*Did they have any steak?*

10. Practice:

T: *He came home.*

C: *Did he come home?* (quizzical, as if asking for confirmation)

Continue:

*He got everything.*

*He went to the butcher.*

*They had some steak.*

*He went to the bakery.*

*They had some bread.*

*He got some rolls.*

*He came home by taxi.*

11. Practice:

The teacher role plays two parts:

T: *Listen.*

T: *He came home by bus.*

T: (with surprise and indignation) *He didn't come home by bus!*

T: *He got some bread!*

T: *He didn't get any bread!*

T: *He came home by bus.*

C: *He didn't come home by bus!*

Continue:

*He got some bread.*

*He went to a pool hall.*

*They had some steak.*

*He played pool.*

*He came home by train.*

*He went to a friend's house.*

*He got some steak.*

12. Silent reading of the conversation.

13. Questions and Answers. Ask *Either/Or* questions to which students give full answers:

T: *Did he come home by taxi or by bus?*

C: *He came home by taxi.*

*Did he get everything, or did he get almost everything?*

*Did he get steak or did he get hamburgers?*

*Did he get bread or did he get rolls?*

*Did he go to the store at four o'clock, or did he go at five o'clock?*

*Were the shelves empty, or were they full?*

*Were the bags heavy, or were they light?*

14. Have students repeat after you:

A: *Did he come home by taxi?* B: *Yes, he did.*

A: *Did he go to a club?* B: *No, he didn't.*

15. Ask Yes/No questions to which students give short answers as in step 14.

T: *Did he get everything?*

*Did the butcher have any steak?/any hamburgers?*

*Did the bakery have any bread?/any rolls?*

*Did he go to the store at four o'clock?/five o'clock?*

*Were the shelves empty?/full?*

16. Ask *Wh-* questions:

*How did he come home?*

*What did he get at the butcher?*

*What did he get at the bakery?*

*How many rolls did he get?*

*What time did he go to the store?*

17. Pair Work on the conversation.

18. Play the complete recording again.

19. Application. Ask questions:

*Did you go to a restaurant/supermarket/the movies yesterday?*

*Did you have coffee last night?*

*Did you get the food/bread last week?*

*Did you come to school by bus/by taxi? etc.*

*Ask him/Ask her/Ask me, etc.*

20. Assign the exercises for written work in class or for homework.

See **Suggestions for further activities** on page 95.

Ron Carter goes downtown every Saturday. He went downtown last Saturday. He usually plays pool with his friends. He played pool last Saturday afternoon. After he leaves the pool hall, he usually goes to the supermarket and gets the food for the week. He got the food last Saturday. He usually comes home by bus. But last Saturday he came home by taxi.

**Questions**

- Does he usually go downtown on Saturday?
- What about last Saturday?
- Does he meet his friends sometimes?
- What about last Saturday?
- Does he usually play pool?
- What about last Saturday?
- Does he usually buy food for the whole week?
- What about last Saturday?
- Does he usually come home by bus?
- What about last Saturday?

Sue: Ron, is that you?

Ron: Yes, Sue. I'm back.

Sue: Did you come home by taxi?

Ron: Yes, I did. The bags were very heavy.

Sue: Did you get everything?

Ron: Yes. I got...well, almost everything.

Sue: Almost everything?

Ron: Well, I went to the butcher, but they didn't have any steak.

Sue: They didn't have any steak?

Ron: No, so I got some hamburgers.

Sue: Did you go to the bakery?

Ron: Yes, but I didn't get any bread.

Sue: You didn't get any bread?

Ron: Well, no, they didn't have any bread. But they had some rolls, so I got some rolls.

Sue: How many rolls did you get?

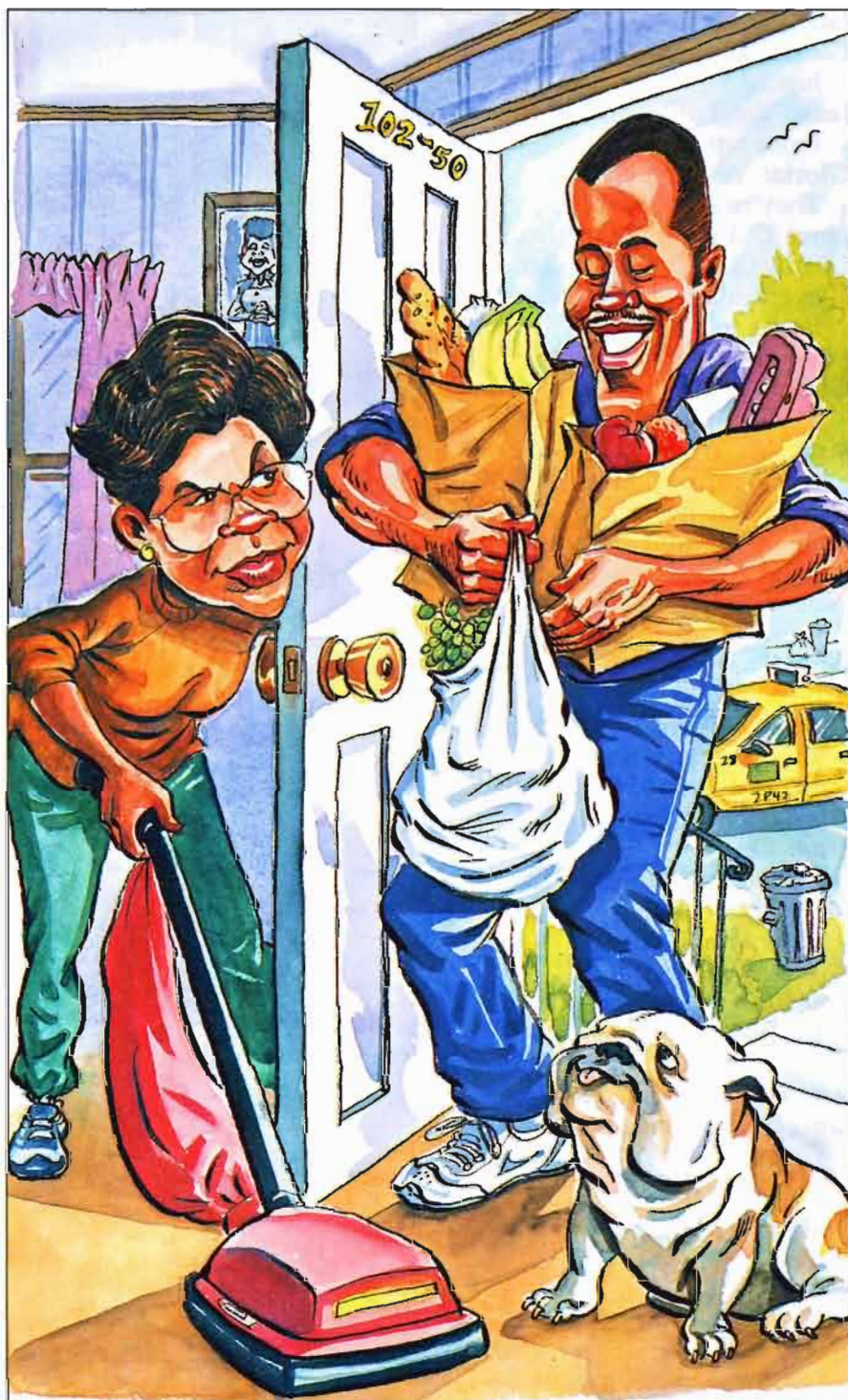
Ron: Uh, I can't remember.

Sue: Ron?

Ron: Yes?

Sue: What time did you go to the store?

Ron: Uh...I went at five o'clock. The shelves were empty!



**Exercise 1**

They had some hamburgers.  
They didn't have any steak.  
Did they have any chicken?

1. He came home by taxi.  
    . . . by car.  
    . . . by bus?
2. He went to the butcher.  
    . . . drugstore.  
    . . . bakery?
3. He got some rolls.  
    . . . bread.  
    . . . hamburgers?

**Exercise 2**

Answer these questions with *Yes, I did* or *No, I didn't*.

1. Did you go downtown last Saturday? . . . .
2. Did you get anything? . . . .
3. Did you come home by bus? . . . .

**Jane:** Hello, Gloria.  
**Gloria:** Hi, Jane. Did you enjoy lunch?  
**Jane:** Yes, I did. Did you finish those reports?  
**Gloria:** Yes, I typed them. They're on your desk.  
**Jane:** Did you photocopy them?  
**Gloria:** Yes, I photocopied everything. And I mailed the letters too.  
**Jane:** Good. Thank you.  
**Gloria:** You're welcome. Oh, Mr. Thompson was here.  
**Jane:** Mr. Thompson? Did he call for an appointment first?  
**Gloria:** No, he didn't.  
**Jane:** What time did he arrive?  
**Gloria:** About two o'clock. But he only waited about five minutes.  
**Jane:** That's strange. What did he want?  
**Gloria:** He probably wanted some free advice.  
**Jane:** Did anybody telephone?  
**Gloria:** No, nobody.  
**Jane:** Oh, no!  
**Gloria:** What's the matter?  
**Jane:** You mailed the letters....  
**Gloria:** Yes, of course.  
**Jane:** But I didn't sign them!  
**Gloria:** I signed them... with my name.  
**Jane:** *Phew!* Thank you, Gloria. That was great.



### Exercise

Who typed the reports?  
 Gloria *typed the reports.*  
 Jane *didn't type the reports.*  
 Did Mr. Thompson *type the reports?*

- Who mailed the letters?  
 Gloria . . . .  
 Jane . . . .  
 . . . Mr. Thompson . . . . ?
- Who arrived at 2 PM?  
 Mr. Thompson . . . .  
 Jane . . . .  
 . . . Gloria . . . . ?
- Who wanted advice?  
 Mr. Thompson . . . .  
 Gloria . . . .  
 . . . Jane . . . . ?

### Target structures

Past simple tense of regular verbs:  
*enjoy, finish, type, photocopy, mail, call, arrive, wait, want, telephone, sign*

### Expressions

*(He) waited for (five minutes) Phew!*  
*That's strange. That was great.*  
*What's the matter?*

### Vocabulary

<i>enjoy</i>	<i>report (office document)</i>	<i>strange</i>
<i>finish</i>	<i>desk</i>	<i>free</i>
<i>photocopy</i>	<i>advice</i>	
<i>arrive</i>	<i>anybody</i>	<i>probably</i>
<i>telephone</i>	<i>nobody</i>	
<i>sign</i>		

- Briefly review the previous lesson.
- Focus attention on the picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat the conversation.
- Write the following on the board. Have students practice pronouncing the three different endings for the past tense:  
 1. /t/    2. /d/    3. /ɪd/  
 Give examples for each ending:  
 /t/: *typed, looked, finished*  
 /d/: *arrived, telephoned, called*  
 /ɪd/: *wanted, waited*

- Aural discrimination. Say a word in the past tense. Have students tell you which ending they hear:  
 T: *typed*    T: *arrived*    T: *waited*  
 C: 1    C: 2    C: 3  
 Continue with:  

<i>mailed</i>	<i>finished</i>	<i>called</i>
<i>needed</i>	<i>washed</i>	<i>worked</i>
<i>wanted</i>	<i>started</i>	<i>telephoned</i>
<i>enjoyed</i>	<i>signed</i>	

- Practice:  
 T: I  
 T: I arrived yesterday.  
 T: He  
 T: He arrived yesterday.  
 T: I  
 C: I arrived yesterday.  
 Continue:  
 He  
 We  
 You  
 She  
 They  
 Maria  
 The letter

- Practice:  
 T: She typed the letters.  
 T: When did she type the letters?  
 T: I mailed the letters.  
 T: When did you mail the letters?  
 T: She typed the letters.  
 C: When did she type the letters?  
 Continue:  
 I mailed the letters.  
 She finished the reports.  
 He telephoned you.  
 They telephoned their boss.  
 I signed the letter.  
 She photocopied them.

- Practice:  
 T: Who typed the letters?  
 T: I didn't type the letters!  
 T: Who mailed the letters?  
 T: I didn't mail the letters!  
 T: Who typed the letters?  
 C: I didn't type the letters!  
 Continue:  
 Who mailed the letters?  
 Who photocopied the letters?  
 Who telephoned me?  
 Who signed the letters?  
 Who waited for fifteen minutes?

- Play the recording or act out the conversation again. The students listen.

- Silent reading of the conversation.

- Questions and Answers.

T: *Who finished the reports?*  
*Who was there?*  
*Who arrived from lunch?*  
*Who mailed the letters?*  
*Who signed the letters?*  
*Who wanted free advice?*  
*Who telephoned?*  
*Who waited for five minutes?*  
 Ask other questions about the conversation.  
 T: *Did Jane type the reports?*  
*Did Gloria sign the letters?*  
*What did Gloria mail?*  
*What time did Mr. Thompson arrive?*  
*Did he call for an appointment?*  
*Did Mr. Thompson wait for an hour?*  
*What did he want?*  
*Did Jane telephone?*

- Pair Work on the conversation.

- Application. Ask students questions about what they did in the recent past (plus *Ask me/him/her/each other*).

T: *What time did you finish work yesterday?*  
*What time did you arrive at school today?*  
*Did you telephone anybody yesterday?*  
*Did you mail any letters last week?*  
*Did you wait for anybody last week?*  
*Who did you wait for?*  
*How long did you wait?*  
*What did you enjoy today?*

- Focus attention on the exercise. Go over it orally. Assign the exercise for written work in class or for homework.

### Suggestions for further activities

- Scrambled words. Write these scrambled spellings of regular past tenses on the board: *dpyet* (typed), *ledlac* (called), *dyenoje* (enjoyed), *ordreia* (arrived), *deihsfn* (finished), *twadie* (waited), *mideal* (mailed), *newtda* (wanted), *engdsi* (signed), *denehelopt* (telephoned). Students work in pairs to unscramble them.

- While students are unscrambling the words, write these nouns on the board:  
*customer/letter/name/homework/question/movie/exercise/home/police/food/Ms. Miller.*  
 Students match them with the unscrambled verbs (*mailed letter*) and then make sentences using them.

- Game: The best excuse. T: *I was late for school this morning. I got up late. This isn't a good excuse. Think of some good excuses.*  
 Students can be asked for one-sentence excuses, then two-sentence excuses, then three, and so on, e.g.,  
*The bus was late.*  
*My grandmother telephoned. She needed help with her shopping.*  
*I went to the dentist. He pulled my tooth. I stayed because he pulled the wrong one, etc.*

**Target structures**

Past Simple Tense of regular verbs (continued):  
*walk, look, shout, hurry, wait, move, pull, fire, miss, kill, carry, rush, listen, study, dance, laugh, brush.*

**Vocabulary**

<i>legend</i>	<i>afraid</i>	<i>rush</i>
<i>saloon</i>	<i>asleep</i>	<i>hurry</i>
<i>gun</i>		<i>reply</i>
<i>sheriff</i>	<i>calmly</i>	<i>pull</i>
<i>barkeeper</i>	<i>toward</i>	<i>fire</i>
<i>bullet</i>	<i>away</i>	<i>kill</i>
<i>end</i>		

**1.** Briefly review the previous lesson.

**2.** T: *Last night I arrived home at six o'clock.*

Ask students: *When did you arrive home? Ask him/Ask her/Ask each other.*

Follow the same procedure. Ask questions of several types.

*Did you watch TV? What did you watch?*

*When did you watch TV?*

*Where did you watch TV? etc.*

Use these sentences as a model:

*I watched TV.*

*I had steak for dinner.*

*I enjoyed my dinner.*

*I listened to the radio.*

*I studied.*

*I washed my hair.*

*I brushed my teeth.*

**3.** Practice:

T: *I watched something.*

T: *What did you watch?*

T: *I listened to something.*

T: *What did you listen to?*

T: *I watched something.*

C: *What did you watch?*

Continue:

*I listened to something.*

*I studied something.*

*I washed something.*

*I brushed something.*

*I had something.*

**4.** Practice:

T: *I watched TV.*

T: *When?*

T: *When did you watch TV?*

T: *I arrived home.*

T: *What time?*

T: *What time did you arrive home?*

T: *I watched TV.*

T: *When?*

C: *When did you watch TV?*

Continue:

*I arrived home....What time?*

*I typed some letters....How many?*

*They danced....How?*

*He telephoned....Why?*

*They came here....When?*

*They went home....What time?*

*She laughed...Why?*

**5.** Focus attention on the first row of pictures only. Set up the situation. Have the students cover the text. Play the recording.

**6.** Listen and repeat the first row of the text.

**7.** Questions and Answers.

T: *What was his name?*

*Where did he arrive?*

*When did he arrive?*

*Where did he walk?*

*How did he look around the room?*

*Who was afraid?*

*How many guns did Willy have?*

**8.** Focus attention on the second row of pictures only. Have students cover the text. Play the recording for the second row of pictures.

**9.** Listen and repeat the second row of the text.

**10.** Questions and Answers.

T: *Where was the sheriff?*

*Was he awake or was he asleep?*

*Who rushed into the sheriff's office?*

*Did the sheriff go to the saloon quickly, or did he go slowly?*

**11.** Focus attention on the third row of pictures only. Have students cover the text. Play the recording for the third row of pictures.

**12.** Listen and repeat the third row of the text.

**13.** Questions and Answers.

T: *Who shouted?*

*What did he shout?*

*How did Willy reply?*

*Where did they walk?*

*Who waited?*

*Who moved his hand toward his gun?*

**14.** Focus attention on the last three pictures only. Have students cover the text. Play the recording for the last three pictures.

**15.** Listen and repeat the text for the last three pictures.

**16.** Ask questions:

*What did the sheriff pull out?*

*Did he fire once?*

*Did he fire three times?*

*How many times did he fire?*

*Which bullet missed Willy?*

*Which bullet killed Willy?*

*Who carried Willy away?*

**17.** Silent Reading: the complete story.

**18.** Play the recording or read the text. Students follow it in their books.

**19.** Application. Ask questions:

*Do you like Westerns?*

*Ask him/Ask her.*

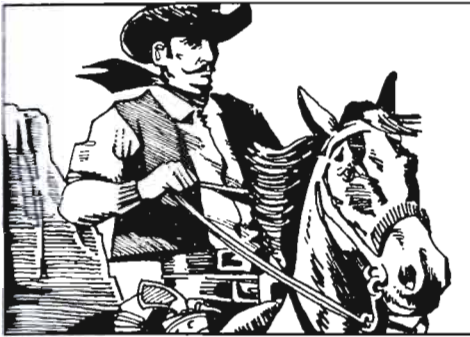
*What movies do you like?*

*Do you like horror movies? Romantic movies?*

*Ask him/Ask her/Ask each other.*

**20.** Assign the exercise for written work in class or for homework.

See **Suggestions for further activities** on page 96.



WILLY THE KID ARRIVED IN DODGE CITY ONE EVENING.



HE WALKED INTO THE SALOON, AND LOOKED SLOWLY AROUND THE ROOM.



EVERYBODY WAS AFRAID. WILLY HAD TWO GUNS.



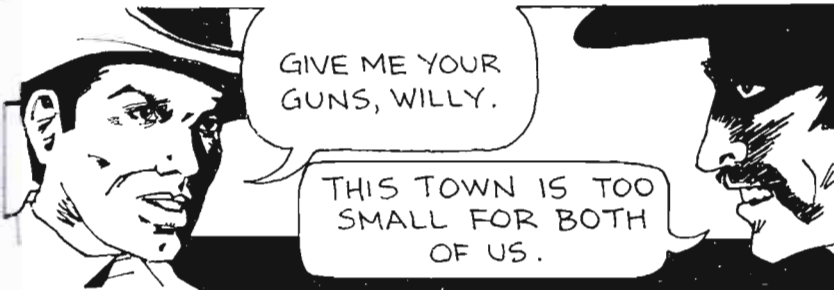
THE SHERIFF WAS IN HIS OFFICE. HE WAS ASLEEP.



THE BARKEEPER RUSHED INTO THE SHERIFF'S OFFICE.



THE SHERIFF HURRIED TO THE SALOON.



GIVE ME YOUR GUNS, WILLY.

THIS TOWN IS TOO SMALL FOR BOTH OF US.



THEY WALKED INTO THE STREET. THE SHERIFF WAITED. WILLY MOVED HIS HAND TOWARD HIS GUN...

THE SHERIFF SHOUTED TO WILLY.

WILLY REPLIED CALMLY.



THE SHERIFF PULLED OUT HIS GUN. HE FIRED TWICE.



THE FIRST BULLET MISSED WILLY. THE SECOND KILLED HIM.

TWO COWBOYS CARRIED WILLY AWAY. THAT WAS THE END OF WILLY THE KID.



### Exercise

1. He walked into the saloon. He didn't . . . into the office. Did he . . . into the bank?
2. They carried Willy away. They . . . carry the sheriff away. . . . they carry the barkeeper away?



1 Maria's a student at Yale University. She studies Spanish, and she goes to Mexico every summer. She sees interesting places, lies in the sun, and eats a lot of Mexican food. She always flies to Mexico with AeroMexico.



2 Professor Hopkins teaches Spanish at Yale University. He's Maria's teacher. He went to India last summer. He saw the Taj Mahal and rode on an elephant. He wrote postcards to all his friends. He flew with Air-India.

#### Questions

1. What does Professor Hopkins teach?
2. Where did he go last summer?
3. What did he see?
4. What did he ride on?
5. Who did he write to?
6. Did he fly with Air-India or US Air?

#### Questions

1. Is Maria a student?
2. Does she study French?
3. Ask, "What?"
4. Does she go to Brazil every summer?
5. Ask, "Where?"
6. What does she do in Mexico?
7. How does she fly there?



3 Maria's parents went to Italy last year. They toured the country by bus. They saw a lot of interesting places. They ate spaghetti in Rome, drank coffee in Venice, and took a lot of photographs. The sun shone every day. They flew to Italy with Alitalia.



4 Paulo's from Brazil. He traveled around the United States last summer. He stayed there for a month. Of course he ate hamburgers and drank soda. He met a lot of interesting people. He bought a lot of souvenirs and took them back to Brazil. He flew there with Varig.

#### Questions

1. Where did Maria's parents go?
2. How did they tour the country?
3. What did they eat?
4. What did they drink?
5. How many photographs did they take?
6. What was the weather like?
7. Did they go to Italy by plane or by boat?

#### Questions

1. What did Paulo do last summer?
2. How long did he stay?
3. What did he eat?
4. What did he drink?
5. Who did he meet?
6. What did he buy?
7. Where did he take his souvenirs?
8. Did he fly with Varig or with United Airlines?

#### Exercise

- a. Anne/go/Spain    a. Anne *went* to Spain.  
 b. He/not/Spain    b. He *didn't* go to Spain.  
 c. you/Spain?    c. *Did you* go to Spain?
- a. They/eat/spaghetti  
 b. He/not/spaghetti  
 c. you/spaghetti?

- a. They/drink/coffee  
 b. She/not/coffee  
 c. you/coffee?
- a. He/see/Taj Mahal  
 b. She/not/Taj Mahal  
 c. you/Taj Mahal?
- a. He/buy/CDs  
 b. They/not/CDs  
 c. you/CDs?

#### Look at this:

have	had	fly	flew
come	came	shine	shone
go	went	meet	met
get	got	write	wrote
see	saw	ride	rode
eat	ate	buy	bought
drink	drank	bring	brought
take	took		

## Target structures

Past Simple Tense of irregular verbs (continued):

*have, come, go, get, see, eat, drink, take, fly, shine, meet, write, ride, buy, bring*

## Vocabulary

elephant      tour (v)      interesting  
country  
souvenir

1. Briefly review the previous lesson.

2. Talk about vacations:

T: *I usually go to the beach/the mountains.*

3. Practice these verbs in the past tense, by making statements, and then asking questions of several students. After each question, get the students to ask each other.

go            *I went to France last year.*

*Where did you go?*

see          *I saw the Eiffel Tower.*

*What did you see in...?*

eat          *I ate a lot of cheese in France.*

*What did you eat in...?*

drink       *I drank coffee.*

*What did you drink in...?*

take        *I took some photographs.*

*Did you take any photographs?*

fly          *I flew to Paris with US Air.*

*Did you fly with US Air?*

*How did you go there?*

shine       *The sun shone every day.*

*Did it shine on your vacation?*

ride        *I rode on the subway in Paris.*

*What did you ride on?*

meet       *I met some interesting people.*

*Who did you meet?*

write       *I wrote ten postcards.*

*How many did you write?*

buy        *I bought some souvenirs.*

*Did you buy any souvenirs?*

4. Invention Exercise:

T: *He/Italy*

T: *He went to Italy.*

T: *She/Eiffel Tower.*

T: *She saw the Eiffel Tower.*

T: *He/Italy*

C: *He went to Italy.*

Continue:

*She/Eiffel Tower*

*They/a lot of cheese*

*We/coffee*

*I/photographs*

*He/US Air*

*The sun/every day*

*They/subway/Paris*

*She/interesting people*

*He/ten postcards*

*She/souvenirs*

*She/back to the States*

5. Text 1. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or read the text.

6. Listen and repeat Text 1.

7. Silent reading of Text 1.

8. Questions and Answers.

T: *What does Maria study?*

*Where does she study?*

*Where does she go every summer?*

*What does she do in Mexico?*

*How does she travel to Mexico?*

9. Text 2. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or read it.

10. Listen and repeat Text 2.

11. Silent reading of Text 2.

12. T: *Correct these statements.*

T: *Professor Hopkins teaches at Harvard University.*

S: *He teaches at Yale University.*

Continue:

*He went to Africa.*

*He wrote letters.*

*He saw the pyramids.*

*He flew with US Air.*

*He rode a bicycle.*

13. Text 3. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or read the text.

14. Listen and repeat Text 3.

15. Silent reading of Text 3.

16. Questions and Answers. Ask Yes/No questions:

*Did they go to France? Did they go to Italy?*

*Did they tour Italy by car?*

*Did they see a lot of interesting places?*

*Did they eat hamburgers?*

*Did they drink tea? Did they drink cola?*

*Did they take any photographs?*

*Did it rain? Did the sun shine?*

*Did they go to Italy with Alitalia?*

Wh- questions:

*Where did they go? What did they see?*

*What did they eat? What did they drink?*

*What did they take?*

*What was the weather like?*

17. Text 4. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or read the text.

18. Listen and repeat Text 4.

19. Silent reading of Text 4.

20. Questions and Answers. Ask Either/Or questions:

*Is he from Venezuela or is he from Brazil?*

*Did he travel around the United States, or did he travel*

*around Mexico?*

*Did he stay there for a month or did he stay there for a year?*

*Did he eat hamburgers or did he eat fish?*

*Did he drink coffee or did he drink soda?*

*Did he buy a few souvenirs or did he buy a lot of souvenirs?*

*Did he take them back or did he leave them there?*

*Did he fly there with US Air or did he fly there with Varig?*

21. Assign the questions in the Student Book for homework.

22. Go through the exercise orally. Assign it in class or for homework.

23. Verb Review. Have students study the irregular verb list in their book. Then review the list orally:

T: *eat* C: *ate*

Continue: *come/shine/buy/take/see/go/have/ride/fly/meet/write/get/drink*

See **Suggestions for further activities** on page 96.

**Target structures**

(They) didn't have | much (food).  
| many (crackers).

(They) had | only a little (food).  
| only a few (crackers).

**Expressions**

lose (lost) weight

**Vocabulary**

survivor	experience	crash
test pilot	gas	catch/caught
lifeboat	matches	rescue
cracker		call (v)
ship	rubber	
weight		

1. Briefly review the previous lesson.

2. Review *How much?* and *How many?*

T: *I have some money.* Continue:  
T: *How much money do you have?* *I have some books.*  
T: *I have some books.* *I have some keys.*  
T: *How many books do you have?* *I have some chocolate.*  
T: *I have some money.* *I have some apple juice.*  
C: *How much money do you have?* *I have some paper.*

Make sure students are clear on the difference between

countable | | | | | and uncountable  nouns.

3. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or read the text.

4. Listen and repeat the text.

5. Silent reading of the text.

6. Questions and Answers.

T: *What are their names? What do they do?*  
*Did their plane crash? Ask, "When?" Ask, "Where?"*  
*How many weeks were they in a lifeboat?*  
*How much water did they have?*  
*Did they have many things to eat?*  
*Did they have many bananas or did they have a few bananas?*  
*Did they have much apple juice or did they have a little apple juice?*  
*Did they catch any fish? Ask, "How many?"*  
*How much chocolate did they have?*  
*How many crackers did they have?*  
*How much weight did they lose?*  
*Did a ship rescue them or did a helicopter rescue them?*

7. Practice:

T: *chocolate*  
T: *They didn't have much chocolate.*  
T: *crackers*  
T: *They didn't have many crackers.*  
T: *chocolate*  
C: *They didn't have much chocolate.*

Continue:

*crackers*  
*water*  
*apple juice*  
*matches*  
*gas*  
*apples*

8. Practice:

T: *How much water did they have?*  
T: *Only a little.*  
T: *How many crackers did they have?*  
T: *Only a few.*  
T: *How much water did they have?*  
C: *Only a little.*

Continue:

*How many crackers did they have?*  
*How many apples did they have?*  
*How much chocolate did they have?*  
*How many bananas did they have?*

9. Practice:

T: *Did they have any water?*  
T: *Yes, but they had only a little.*  
T: *Did they have any crackers?*  
T: *Yes, but they had only a few.*  
T: *Did they have any water?*  
C: *Yes, but they had only a little.*

Continue:

*Did they have any crackers?/apple juice?/apples?/gas?/bananas?*

10. Role play this mini-conversation. Set up the situation.

A reporter is interviewing Bill Craig.

Reporter: *Did you have any water?*

Bill: *Yes, we had some...but only a little.*

Reporter: *What about crackers?*

Bill: *We had only a few crackers.*

Get the students to listen and repeat the whole

conversation. Then the teacher takes the reporter's part.

The class in chorus take Bill's part. Next, the teacher takes

Bill's part. The class in chorus take the reporter's part.

11. Pair Work. They use the pictures in the book and the mini-conversations as a guide for Exercises 1 and 2.

12. Role play this mini-conversation, The reporter is interviewing Bill Craig.

Reporter: *Did you have any apple juice?*

Bill: *Yes, but we didn't have much apple juice.*

Reporter: *Did you have any crackers?*

Bill: *Yes, but we didn't have many crackers.*

13. Pair Work using the pictures and the mini-conversation.

14. Practice:

T: *How much gas did they have?*  
T: *Not much.*  
T: *How many apples did they have?*  
T: *Not many.*  
T: *How much gas did they have?*  
C: *Not much.*

Continue:

*How many apples did they have?*  
*How much apple juice did they have?*  
*How much water did they have?*  
*How many matches did they have?*  
*How much chocolate did they have?*

15. Application. Ask students about themselves:

T: *How much coffee do you drink?*

S: *Not much/Only a little/A lot, etc.*

T: *How many apples do you buy at the supermarket?*

S: *Not many/Only a few/A lot, etc.*

16. T: *Tell me about your country. Ask him about his country.*

*Ask her about her country.*

*Are there many mountains?*

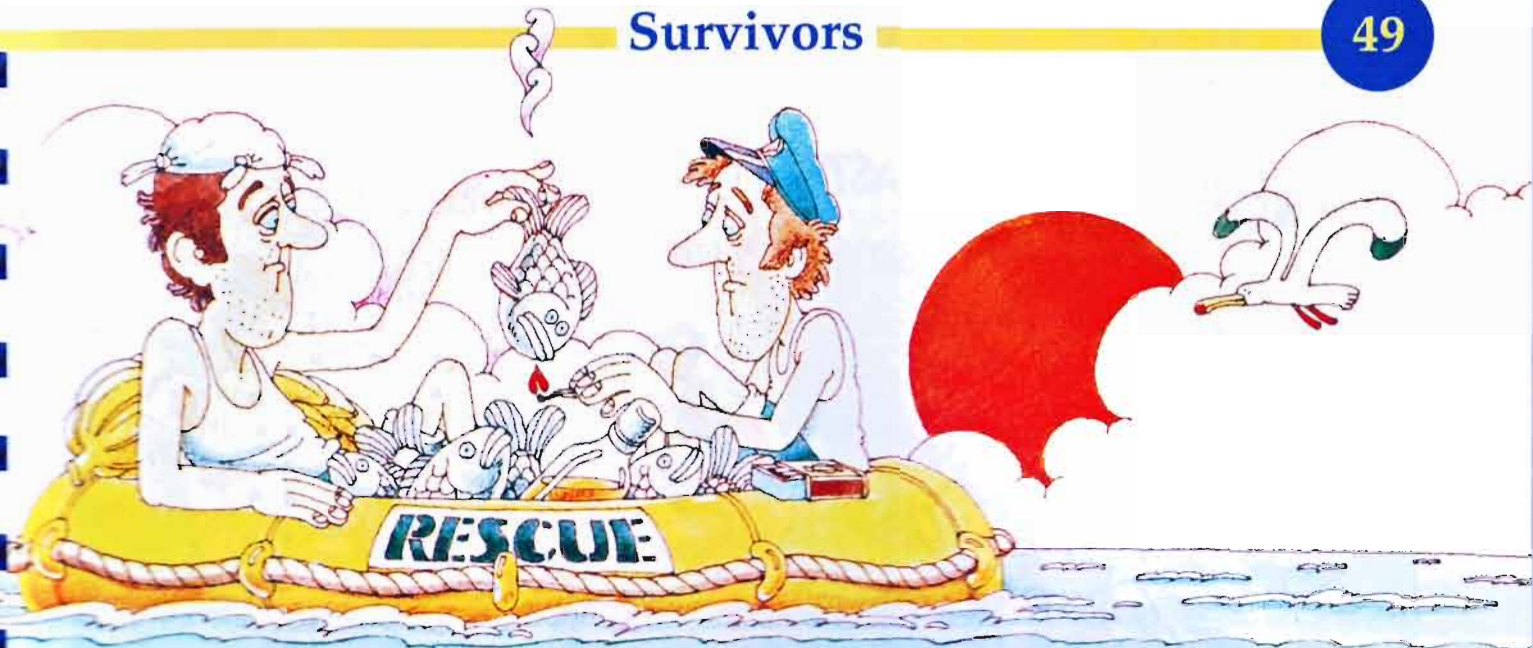
*Is there much oil?*

*Do they eat much spaghetti/many apples?*

17. Pair Work. Students ask each other about their countries.

18. Assign Exercise 3 for written work in class or for homework.

See **Suggestions for further activities** on page 96.



Bill Craig and Chris Alonso are test pilots. Last year their plane crashed in the Pacific Ocean. They were in a rubber lifeboat for four weeks.

They didn't have much water, and they didn't have many things to eat. They had a few bananas and a little apple juice from their plane. They caught a lot of fish.

They had only a little chocolate. They had only a few crackers and a few apples. They lost a lot of weight.

After four weeks they were lucky. They saw a ship and it rescued them. They wrote a book about their experience. It's called *Survivors*.

### Questions

What are their names?

What do they do?

Did their plane crash?

Ask, "When?"

Ask, "Where?"

How many weeks were they in a lifeboat?

How much water did they have?

Did they have many bananas?

Did they have much apple juice?

Did they catch any fish?

Ask, "How many?"

How much chocolate did they have?

How many crackers did they have?

How many apples did they have?

What happened after four weeks?

What did they write?

### Exercise 1



chocolate

A: Did they have any chocolate?

B: Yes, they did. But they didn't have much.

A: How much chocolate did they have?

B: They had only a little.



water



gas



apple juice

### Exercise 2



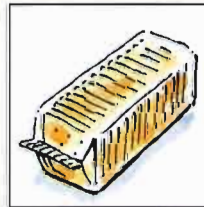
matches

A: Did they have any matches?

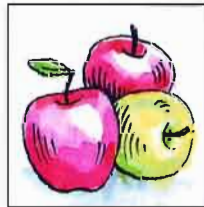
B: Yes, they did. But they didn't have many.

A: How many matches did they have?

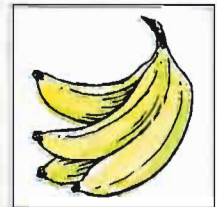
B: They had only a few.



crackers



apples



bananas

### Exercise 3

He doesn't have *much* money.

He has only *a little* money.

She doesn't have *many* dollars.

She has only *a few* dollars.

1. He doesn't have . . . friends.

2. He has only . . . friends.

3. He doesn't have . . . water.

4. He has only . . . water.

5. She didn't have . . . Swiss francs.

6. She had only . . . French francs.

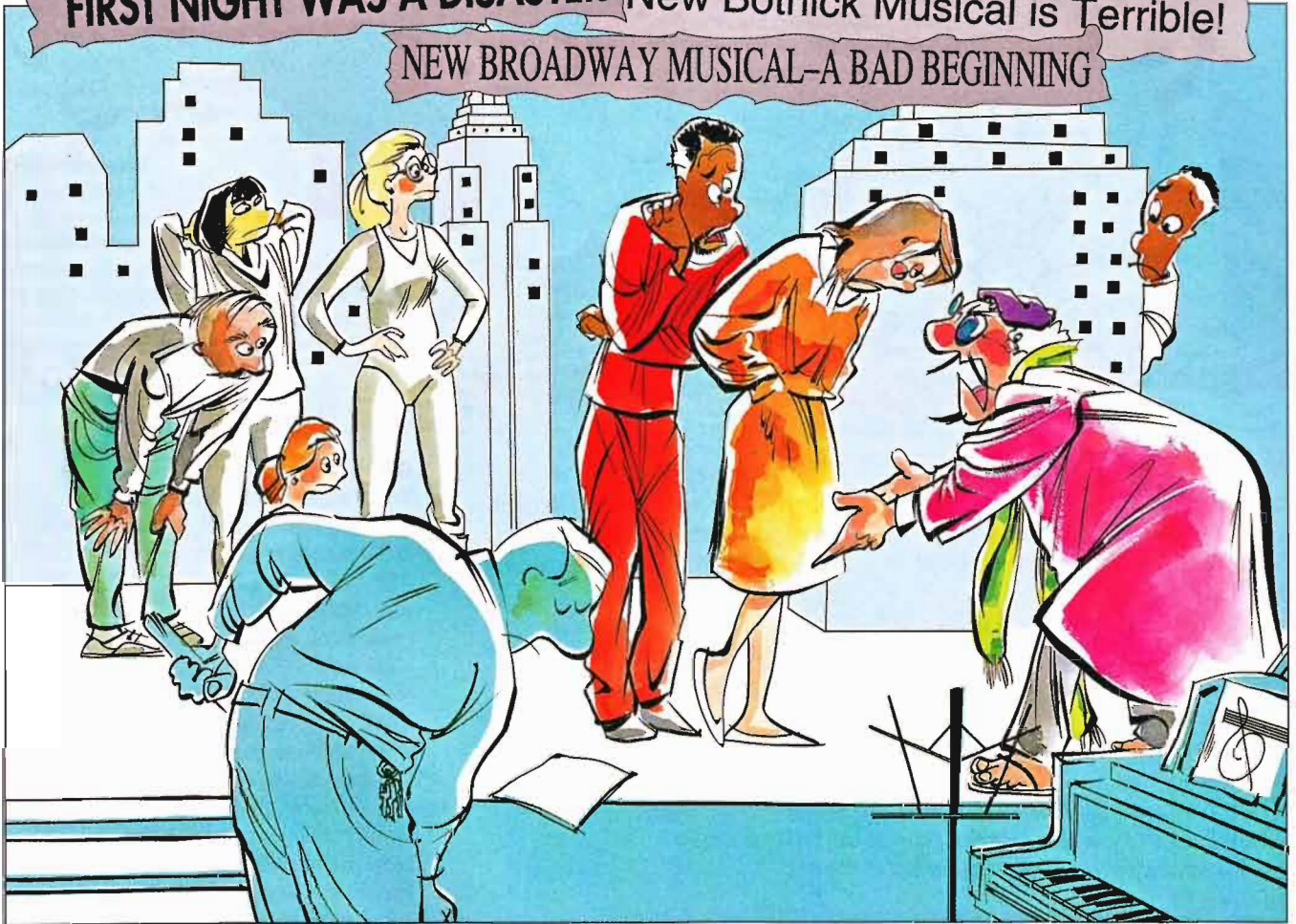
7. There isn't . . . gas.

8. We have only . . . gas.

# FIRST NIGHT WAS A DISASTER

New Botnick Musical is Terrible!

NEW BROADWAY MUSICAL-A BAD BEGINNING



Misha Botnick is the director of *Fifth Avenue*. It's the morning after the first performance. He's speaking to the performers.

**Misha:** Well, guys, I worked hard. You worked hard. We all worked hard.... What happened last night?!...YOU WERE TERRIBLE! The show was terrible! Whitney!

**Whitney:** Yes, Mr. Botnick?

**Misha:** Look, Whitney. You're a good singer. You usually sing well.

**Whitney:** Thank you, Mr. Botnick.

**Misha:** But last night you sang badly, Whitney. What happened?

**Whitney:** I don't know, Mr. Botnick...I sang the last song well.

**Misha:** "I sang the last song well." You forgot the words, Whitney!

**Misha:** Why are you laughing, Jason?

**Jason:** Sorry, Mr. Botnick.

**Misha:** Jason, you're famous. You're a great dancer. I saw you dance in Boston. You danced very well. You're the star of this show.

**Jason:** I'm sorry about last night, Mr. Botnick. I had one or two problems....

**Misha:** One or two! First you lost your shoe. Then you danced badly in the love scene....

**Jason:** I only had one shoe, Mr. Botnick.

**Misha:** And finally, Jason, finally...you fell into the orchestra pit.

## Questions

Who is Misha Botnick?  
 What does Whitney do?  
 Is she a good singer or a bad singer?  
 How does Whitney usually sing?  
 How did she sing last night?

What does Jason do?  
 How does he usually dance?  
 How did he dance last night?  
 How many problems did Jason have?  
 What were the problems?

## Exercise 1

He's a good dancer.  
 He usually dances well.

1. They're beautiful dancers.
2. She's a careless writer.
3. He's a hard worker.
4. He's a bad football player.
5. They're good drivers.

## Exercise 2

He usually dances well, but yesterday he danced badly.

1. She usually writes carefully, . . . .
2. She usually types slowly, . . . .
3. They usually sing badly, . . . .
4. He usually works fast, . . . .
5. He usually answers carelessly, . . . .

### Target structures

Past Simple Tense with adverbs of manner.

### Expression

What happened?

### Vocabulary

venue	guy(s)	forget
musical	performance	laugh
Broadway	performer	fall (down)
beginning	love scene	
director	orchestra pit	

1. Briefly check previously learned irregular past forms:

- T Every day he takes a bath, so yesterday...
  - T ...he took a bath.
  - T Every morning she comes to school, so this morning...
  - T ...she came to school.
  - T Every day he takes a bath, so yesterday...
  - S ...he took a bath.
- Continue:
- Every morning she comes to school, so this morning...
  - Every evening they go home, so yesterday evening...
  - Every morning he gets up, so this morning...
  - Every Saturday he sees his mother, so last Saturday...
  - He always eats chicken on Sundays, so last Sunday...
  - Every night he drinks coffee, so last night...
  - Every vacation he takes a lot of photographs, so last vacation...
  - Every year he flies to Paris, so last year...
  - In Bermuda the sun shines in summer, so last summer...
  - Every evening she meets her friends, so yesterday evening...
  - Every weekend they write letters, so last weekend...
  - Every day he buys a newspaper, so this morning...
  - Every day he brings an umbrella to school, so this morning...

2. Focus attention on the picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.

3. Listen and repeat the conversation.

4. Practice:

- T They usually dance well.
- T often
- T They often dance well.
- T badly
- T They often dance badly.
- T They usually dance well. Repeat!
- C They usually dance well.

Continue:

- often
- badly
- sometimes
- sing
- noisily
- He
- always
- beautifully

5. Practice:

- T She's a good dancer.
- T She danced well yesterday.
- T He's a bad singer.
- T He sang badly yesterday.
- T She's a good dancer.
- C She danced well yesterday.

Continue:

- He's a bad singer.
- He's a careless writer.
- She's a careful writer.
- He's a fast talker.
- She's a hard worker.
- They're good singers.
- She's a slow typist.

6. Practice:

- T He usually sings well.
- T Did he sing well last night?
- T They usually dance well.
- T Did they dance well last night?
- T He usually sings well.
- C Did he sing well last night?

Continue:

- They usually dance well.
- She usually works well.
- I usually sleep well.
- They usually play well.
- He usually speaks well.

7. Silent reading of the conversation.

8. Questions and Answers (plus Ask me/him/her/each other).

- What was the show like?
- How does Whitney usually sing?
- How did she sing last night?
- What did she forget?
- Who is laughing?
- Where did Misha see Jason dance?
- How does Jason usually dance?
- What did Jason do first?
- What did Jason do then?
- What did he finally do?

9. Application. Ask the students questions:

- Which do you prefer: Dogs or cats?
- Ballet or modern dance? Golf or tennis?
- Jazz or classical music? Coffee or tea?
- Movies or the theater? Houses or apartments?
- Apples or bananas? Trains or buses?
- Meat or fish?
- Ask me/him/her.

10. Pair Work. Students ask each other questions as in step 9.

11. Go through the exercises orally. Assign them for written work in class or for homework.

### Suggestions for further activities

1. Class survey. Students work in groups. Each group designs a questionnaire. They have to make two questions with *well or badly*; and one question each with *carefully or carelessly*, *fast or slowly*, and *quietly or loudly*, e.g., *Do you drive carefully or carelessly? Do you usually walk fast or slowly? Do you sing well or badly? Do you usually play your stereo quietly or loudly?* Each group goes around to the others to complete the questionnaire. Groups then report back and discuss the results.

2. Dictate these cues:

*never/badly, sometimes/slowly, hardly ever/carelessly, usually/carefully, occasionally/hard, always/fast.* Students use the cues to write sentences, and then report back their answers.

3. Have groups of students choose a situation and role play as in the conversation. They might be real or imaginary band members, movie stars, sports teams, etc., being criticized by their directors/coaches, etc. Have them "perform" their role play for the class.

**Target structures**

*I (did) it (an hour) ago.*

**Expressions**

*Did you have a good time?  
What can I get you (for breakfast)?  
How long did it take?  
It took (about two hours).  
Thank goodness!  
(a short time) ago*

**Vocabulary**

<i>theme park</i>	<i>shopping bag</i>
<i>studio</i>	<i>traffic</i>
<i>magic</i>	<i>mile</i>
<i>kingdom</i>	<i>wallet</i>
<i>glasses</i>	
<i>package</i>	<i>worried</i>

- Briefly review the previous lesson.
- Conversation G-H. Focus attention on the picture. Set up the situation. Have the students cover the text. Play the recording or act out the conversation.
- Listen and repeat Conversation G-H.
- Practice:
 

T: <i>a theme park</i>	Continue:
T: <i>Did you go to a theme park yesterday?</i>	<i>a movie theater</i>
T: <i>a movie theater</i>	<i>the beach</i>
T: <i>Did you go to a movie theater yesterday?</i>	<i>a concert</i>
T: <i>a theme park</i>	<i>a party</i>
C: <i>Did you go to a theme park yesterday?</i>	
- Practice:
 

T: <i>two days</i>	Continue:
T: <i>We came here two days ago.</i>	<i>a week</i>
T: <i>a week</i>	<i>four days</i>
T: <i>We came here a week ago.</i>	<i>two weeks</i>
T: <i>two days</i>	<i>three days</i>
C: <i>We came here two days ago.</i>	<i>a month</i>
- Focus attention on Conversation G-H. Have students look and listen. Play the recording or act out the conversation.
- Silent reading of Conversation G-H.
- The teacher takes the part of G. The class in chorus takes the part of H. Go through the conversation. Then the teacher takes the part of H. The class in chorus takes the part of G. Go through the conversation.
- Pair Work on Conversation G-H.
- Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. Students do the same in pairs, using the cues in the book.
- Conversation I-J. Follow the same procedure as for Conversation G-H, but include steps 12 and 13.
- Practice:
 

T: <i>last weekend</i>	Continue:
T: <i>What did you do last weekend?</i>	<i>last Saturday</i>
T: <i>last Saturday</i>	<i>last Monday</i>
T: <i>What did you do last Saturday?</i>	<i>last Friday</i>
T: <i>last weekend</i>	<i>yesterday morning</i>
C: <i>What did you do last weekend?</i>	<i>yesterday afternoon</i>
	<i>yesterday evening</i>
	<i>last night</i>

- Practice:
 

T: <i>car</i>	Continue:
T: <i>I went by car.</i>	<i>taxi</i>
T: <i>taxi</i>	<i>train</i>
T: <i>I went by taxi.</i>	<i>air</i>
T: <i>car</i>	<i>limousine</i>
C: <i>I went by car.</i>	<i>bus</i>
	<i>subway</i>

**14.** Conversation K-L. Follow the same procedure as for Conversation G-H, but include steps 15, 16, and 17.

- Practice:
 

T: <i>glasses</i>	Continue:
T: <i>I left my glasses here this morning.</i>	<i>last night</i>
T: <i>last night</i>	<i>She</i>
T: <i>I left my glasses here last night.</i>	<i>camera</i>
T: <i>I left my glasses here this morning. Repeat!</i>	<i>last week</i>
C: <i>I left my glasses here this morning.</i>	<i>He</i>
	<i>wallet</i>
	<i>last Saturday</i>

- Practice:
 

T: <i>your glasses</i>	Continue:
T: <i>Where did you leave your glasses?</i>	<i>your camera</i>
T: <i>your camera</i>	<i>the packages</i>
T: <i>Where did you leave your camera?</i>	<i>your purse</i>
T: <i>your glasses</i>	<i>your shopping bag</i>
C: <i>Where did you leave your glasses?</i>	<i>your umbrella</i>
	<i>the radio</i>

- Practice:
 

T: <i>an hour</i>	Continue:
T: <i>He found them an hour ago.</i>	<i>five minutes</i>
T: <i>five minutes</i>	<i>two hours</i>
T: <i>He found them five minutes ago.</i>	<i>fifteen minutes</i>
T: <i>an hour</i>	<i>two days</i>
C: <i>He found them an hour ago.</i>	<i>a short time</i>
	<i>a few minutes</i>

**18.** Focus attention on the map of Florida and the conversation in Exercise 1. T: *We are in Orlando.* Read the conversation aloud, the teacher taking part A and a student taking part B. Repeat the process, using the alternative question *How far is it?* and substituting different places on the map.

**19.** Pair Work. Students make more conversations using the map. After a while, have students make conversations referring only to the map, not to the sample conversation.

**20.** Application. Pair Work. Students ask and answer the questions in Exercise 2.

See **Suggestions for further activities** on page 96.

G: Hi, there. I'm David and I'm your waiter for today. Are you enjoying your vacation?

H: Yes, thanks.

G: Is this your first day in Orlando?

G: No, we came here two days ago.

H: Where are you from?

G: Canada.... We're from Toronto.

H: Did you go to a theme park yesterday?

G: Yes. We went to Universal Studios.

H: Did you have a good time?

G: Yes, thank you.

H: Great! Now, what can I get you for breakfast?

I: What did you do last weekend?

J: I went to Tampa.

I: Really? How did you go?

J: I went by car.

I: How long did it take?

J: It took about two hours.

I: Did you have a good time?

J: Yeah, great.

K: Excuse me. I left my glasses here this morning.

L: Where did you leave them?

K: Over there. I was at the table by the window.

L: Well, you're lucky. The waiter found them about an hour ago.

K: Thank goodness! I was really worried.

L: There you go. He gave them to me a few minutes ago.

K: Yes. Those are mine. They're new. I lost my last pair.

two days ago  
last week  
three days ago  
five days ago

Universal Studios  
Disney-MGM Studios  
Theme Park  
Magic Kingdom®  
Park  
EPCOT® Center



last weekend  
yesterday  
last Saturday  
last night

car  
taxi  
bus  
train



my glasses  
some packages  
an umbrella  
some shopping bags  
my camera

about an hour ago  
a few minutes ago  
half an hour ago  
15 minutes ago  
a short time ago



### Exercise 1

- A: Where did you go yesterday?  
B: I went to Tampa. There was a lot of traffic.  
A: How long did it take?/How far is it?  
B: It took about three hours./It's about 90 miles.  
A: How long does it usually take?  
B: About two hours.

Make more conversations with the map.

### Exercise 2

Ask and answer.

- How did you come to school today?
- How long did it take?
- What did you do last weekend?
- What did you do yesterday evening?
- Where were you (an hour) ago?
- Where were you (two years) ago?





Good evening. This is the *Six O'Clock News* from Washington with J. C. Kennedy and Warren Wolf.



Last night there was an earthquake in Mandanga. The earthquake destroyed the Central Bank. Many buildings fell down. The Mandangan army is in the capital. They are helping survivors. The Red Cross sent planes with food and medicine to the area this morning.



#### Questions

What happened in Mandanga?  
Ask, "When?"  
Did the earthquake destroy the airport?  
Ask, "What?"  
How many buildings fell down?  
Where is the army?  
What are they doing?  
What did the Red Cross do?  
Ask, "When?"

The Virginia police are looking for two climbers in the Blue Ridge Mountains. The climbers left yesterday morning to climb Mount Blue. It began to snow heavily yesterday afternoon. The police sent out a search party last night. They spent the night on the mountain, but they didn't find the climbers.



#### Questions

How many climbers are the police looking for?  
Ask, "Where?"  
When did they leave?  
What did they want to climb?  
Did it rain or did it snow?  
Who sent out a search party?  
Ask, "When?"  
Did they spend the night in a hotel?  
Ask, "Where?"  
Did they find the climbers?

Yesterday, Washington, D.C. mayor, Nancy Burns, opened a new rehabilitation center in the D.C. Hospital. She met all the doctors and nurses, and spoke to the first patients. Mrs. Burns does a lot of work with the disabled.



#### Questions

Who opened a new rehabilitation center?  
Ask, "When?"  
Ask, "Where?"  
Who did she meet?  
Who did she speak to?  
Who does she do a lot of work with?

And that's the news for tonight. Now, over to Jasmine Gonzalez for the weather report....



## Target structures

Review and continuation of irregular verbs in the Past Tense.

## Expressions

*spend/spent (time)*

## Vocabulary

<i>earthquake</i>	<i>disabled</i>
<i>army</i>	
<i>medicine</i>	
<i>climber</i>	<i>heavily</i>
<i>mayor</i>	
<i>rehabilitation</i>	<i>snow</i>
<i>mountain</i>	<i>destroy(ed)</i>
<i>search party</i>	<i>climb(ed)</i>
<i>hospital</i>	<i>send/sent</i>
<i>patient</i>	
<i>weather report</i>	

1. Briefly review the previous lesson.
2. Text 1. Focus attention on the introductory picture and the picture for Text 1. Set up the situation. Have students cover the text. Play the recording or read the text.
3. Listen and repeat Text 1.
4. Silent reading of Text 1.
5. Questions and Answers, as in the Student Book.
6. Retelling:
  - T: *Last night...earthquake...Mandanga.*
  - T: *Last night there was an earthquake in Mandanga.*
  - T: *...earthquake...Central Bank.*
  - C: *The earthquake destroyed the Central Bank.*
  - Continue:
    - Many buildings...down.*
    - ...army...capital.*
    - They...survivors.*
    - The Red Cross...planes with food...area...morning.*
7. Text 2. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or read the text.
8. Listen and repeat Text 2.
9. Silent reading of Text 2.
10. Questions and Answers, as in the Student Book.
11. Retelling: Complete the sentence.
  - *The Virginia police...*
  - *...are looking for two climbers in the Blue Ridge Mountains.*
  - Continue:
    - They left...*
    - It began...*
    - The police...*
    - They spent...*
    - But they didn't...*
12. Text 3. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or read the text.
13. Listen and repeat Text 3.
14. Silent reading of Text 3.
15. Questions and Answers, as in the Student Book.

16. Retelling: Correct these statements. Have students correct this information:

*Mayor Burns opened a restaurant today.*  
*She met all of the waiters and waitresses.*  
*She spoke to the first customers.*  
*Mrs. Burns does a lot of work with food.*

17. Play the complete recording. Students listen.

18. Application. Ask students to tell you about current/recent news items.

19. Have students write answers to the questions in the Student Book for homework.

## Suggestions for further activities

1. Fill in. Write one of the paragraphs from the Student Book on the board and remove all the past tense verbs. Students work with books closed to fill in the blanks.
2. Reading the news. Students work in groups and prepare three short news reports, one on a disaster, one on a visit by a famous person, and one on an accident. Each group acts as three anchorpersons and reads their stories aloud.

**Target structures**

Review and continuation of the Past Simple, with intensive question practice.

**Expressions**

*was born*  
*in fact*  
*(Do they dress) the same?*

**Vocabulary**

<i>school</i>	<i>die(d)</i>
<i>appendix</i>	<i>adopt(ed)</i>
<i>high school</i>	<i>emigrate(d)</i>
<i>nursing</i>	<i>start(ed) (school/work)</i>
<i>paramedic</i>	<i>remove(d)</i>
<i>ambulance</i>	<i>graduate(d) from</i>
<i>electrical engineer</i>	<i>major(ed) in</i>
<i>twin</i>	<i>become/became</i>
<i>search</i>	<i>drive/drove</i>
<i>story</i>	<i>marry/married</i>
<i>hair</i>	<i>hear(d)</i>
	<i>investigate(d)</i>

**1.** Briefly review the previous lesson.

**2.** Focus attention on the pictures of Janine and her twin sister Janet. Set up the situation. T: *Janine and Janet are sisters. They are twins. Where does Janine live? C: San Francisco.* T: *Where does Janet live? C: Sydney.*

**3.** Silent reading of Janine's life story. Explain difficult vocabulary.

**4.** Write some years on the board, e.g., 1861, 1905, 1995, 1478, etc. Point to them and have students say them aloud, chorally and individually.

**5.** Intensive question practice. Students should cover the text.

T: *On January 28, 1962, somebody was born.... Ask me "Who?"*

C: *Who was born?*

T: *Janine was born on January 28, 1962.... (to an individual) Who was born?*

S: *Janine was born on January 28, 1962.*

Go through the story of Janine's life in this way. After responding to the student's question, always check an individual by repeating the question to elicit a repetition of the correct answer.

Continue:

*Someone adopted Janine. Ask me, "Who?"*

*The Swift family emigrated to the U.S.A. Ask me, "When?"*

*Janine started school. Ask me, "Where?"*

*Everyone called her something. Ask me, "What?"*

*In 1974, Jan went somewhere. Ask me, "Where?"*

*They removed something. Ask me, "What?"*

*Jan graduated from high school. Ask me, "When?"*

*She majored in something. Ask me, "What?"*

*In 1984, Jan started work somewhere. Ask me, "Where?"*

*Jan became a paramedic. Ask me, "When?"*

*She also drove something. Ask me, "What?"*

*Jan married someone. Ask me, "Who?"*

*Ricky's parents were from somewhere. Ask me, "Where?"*

*In 1989, someone was born. Ask me, "Who?"*

*James was born. Ask me, "When?"*

*In 1993, Jan visited somewhere. Ask me, "Where?"*

**6.** Janine's search. Silent reading.

**7.** Questions and Answers.

T: *What did Janine find when she asked about her family?*

*What was the news?*

*Who heard about Janine's story?*

*What did they do?*

*Where did Janine's sister live?*

*Did they both have short, blond hair?*

*Who liked classical music?*

**8.** Pair Work: Janine's sister. Explain the task: one student reads the questions; the other turns the book upside-down, reads the text, and gives the answers. Give the students time to read either the questions or the text and digest the information before they start the pair work.

**9.** Application.

T: *Janine was born on January twenty-eighth.*

*I was born on (July second).*

Ask several students as appropriate: *When were you born?*

*What time were you born?*

*When did you start school?*

*When did you graduate from high school?*

*What did you do then?*

*When did you start work?*

*When did you get married?*

*How many children do you have?*

*When were they born?*

*What are their names?*

*Ask him/Ask her.*

**10.** Application.

T: *Are you a twin? Do you know any twins? How old are they?*

*Do they look the same? Do they dress the same? Do they like the same things? etc.*

**11.** Homework. Ask each student to write a short autobiography, or ask students to question each other and then write a biography of the other student.

**Suggestion for further activities**

Game: Famous people. Each student chooses a famous dead person and is given a few minutes to write notes for himself or herself about that person. One student comes up to the front of the class and the rest of the class ask Yes/No questions until they guess who the famous person is. (The class can ask up to 20 questions.) Demonstrate by being the first person questioned, e.g.,

S: *Were you male?* T: *No, I wasn't.* S: *Were you born in this country?* T: *Yes, I was. That's two questions!* S: *Did you die in this century?* T: *Yes, I did.* S: *Did someone kill you?* T: *No, etc.*

- January 28, 1962 Janine was born in Manchester, England, at 3:35 AM. Her mother died a few days later.
- March 1962 Mr. and Mrs. Swift adopted Janine.
- 1965 The Swift family emigrated to the U.S.A.
- 1968 Janine started school in San Francisco. Everyone called her Jan.
- 1974 Jan went into the hospital. They removed her appendix.
- 1981 Jan graduated from high school. She went to college. She majored in nursing.
- 1984 Jan started work at a hospital in Oakland.
- 1986 Jan became a paramedic. She also drove an ambulance.
- 1988 Jan married Ricardo (Ricky), an electrical engineer. Ricky's parents were from Cuba.
- 1989 Jan's daughter, Rebecca, was born.
- 1991 Jan's son, James, was born.
- 1993 Jan visited England on vacation.



**Janine's search**

Janine went to the hospital in Manchester and asked about her family. She found some interesting news! She was a twin. She had a twin sister! A TV company heard about Janine's story. They investigated for her. Janine's sister lived in Australia. They both had long dark hair. They both liked classical music. In fact, everything about them was almost the same.

**Questions**

Ask a partner these questions and find out the facts about Janine's sister's life. (The answers are on the bottom of the page.)

- What's her sister's name?
- What time was she born?
- Who adopted her?
- When did they emigrate to Australia?
- When did she start school?
- Where did she start school?
- Did she go into the hospital?
- Ask, "When?"

- What happened?
- When did she graduate from high school?
- What did she do then?
- What happened in 1986?
- When did she get married?
- Who did she marry?
- Where were his parents from?
- How many children does she have?
- When were they born?
- What are their names?
- Where did the TV company find her?

**Janine's sister**

Her name is Janet (but everyone calls her Jan). She was born at 3:50 AM. Mr. and Mrs. Smart adopted her in March 1962. In 1965, they emigrated to Australia. Janet started school in 1968 in Sydney. In 1974, she went into the hospital and they removed her appendix. She graduated from high school in 1981 and she went to college. She majored in nursing. In 1986, she also became a paramedic and drove an ambulance in

the Sydney area. She got married in 1988. Her husband's name is Richard, but everyone calls him Ricky. His parents emigrated to Australia from Puerto Rico. Ricky's an electrical engineer. Her children were born in 1989 (Rebecca) and 1991 (James). The TV company telephoned her in Australia, but she wasn't there! She was on vacation in England with her family.



Harriet Dormer won a magazine contest. The prize was dinner in Hollywood with a movie star. She's having dinner with Kevin Costley, the actor.

**Harriet:** Why, Mr. Costley, this is a change. I don't usually eat in restaurants, you know.

**Kevin:** Well, you're eating in a restaurant tonight. Do you like it?

**Harriet:** Ooh, yes, Mr. Costley. It's wonderful.

**Kevin:** Please don't call me Mr. Costley. My friends always call me Kevin.

**Harriet:** All right...Kevin. And we're having filet mignon. I normally have franks and beans on Mondays. You see, my husband doesn't like restaurants.

**Kevin:** Tell me about your husband. What's he doing now?

**Harriet:** He's just over there. He's recording a video for me. Could you wave to him, Mr. Cos...I mean, Kevin?

**Kevin:** Sure. What's his name?

**Harriet:** Andrew.

**Kevin:** Hello, there, Andy!

Good to see you! How's it going?

**Harriet:** Thank you.

**Kevin:** Would you like a drink? Champagne, maybe?

**Harriet:** Oh, I never drink alcohol. A diet soda, please.

**Kevin:** Fine. I'd like a diet soda, too. I'm filming tonight.

**Harriet:** Uh, Kevin...can I ask you a question?

**Kevin:** Sure, Harriet.

**Harriet:** Well, it's very difficult.

**Kevin:** Go ahead. Ask me.

**Harriet:** Well, I read some stories in *The National Questioner* about you, and you're my favorite actor and all, and I just wanted to ask you....

**Kevin:** Yes?

**Harriet:** Well, is that really your hair or is it a wig? Oh, I'm sorry. That wasn't very polite.

**Kevin:** That's OK. It's all mine. You can try it. Give it a good pull.... Argh!

**Harriet:** Yes, it's yours. I'm very sorry.

#### Questions

1. What's Harriet eating tonight?
2. What does she usually eat on Mondays?
3. What's her husband doing now?
4. Does she ever drink alcohol?
5. What are they going to drink tonight?
6. What's Kevin doing tonight?

#### Exercise

She usually eats franks and beans. tonight/filet mignon

*But tonight she's eating filet mignon.*

1. She usually eats at home. tonight/in a restaurant
2. She usually drinks water. tonight/diet soda
3. She often reads about Kevin. tonight/talking to him
4. He often has dinner with famous people. tonight/Harriet

## Target structures

Review of the Present Simple in contrast with the Present Continuous

## Expressions

Why, ...	How's it going?
This is a change.	Go ahead.
My friends call me (Kevin).	..., and all.
..., I mean, ...	give it a (pull)
Good to see you.	

## Vocabulary

contest	video	normally	record
actor	champagne		film
a change	alcohol	polite	wave
filet mignon	wig		try
franks (frankfurters)	(a) pull		
beans			

1. Briefly review the previous lesson.

2. Focus attention on the picture and read the introductory text with the students. Ask questions: *Who won a magazine contest? Where are they? What are they doing? What does Kevin Costley do?* Have students cover the conversation. Play the recording or act out the conversation.

3. Listen and repeat the conversation.

4. Practice:

T: *I usually have franks and beans on Mondays.*  
 T: *sometimes*  
 T: *I sometimes have franks and beans on Mondays.*  
 T: *a hamburger and fries*  
 T: *I sometimes have a hamburger and fries on Mondays.*  
 T: *I usually have franks and beans on Mondays. Repeat!*  
 C: *I usually have franks and beans on Mondays.*

Continue:  
*sometimes*  
*a hamburger and fries*  
*He*  
*always*  
*They*  
*ice cream*  
*She*  
*never*

5. Practice:

T: *She usually has franks and beans...tonight/filet mignon.*  
 T: *She usually has franks and beans, but tonight she's having filet mignon. Repeat!*  
 C: *She usually has franks and beans, but tonight she's having filet mignon.*

Continue:

*He usually has water...tonight/soda.*  
*He usually has eggs...tonight/steak.*  
*He usually has tea...tonight/coffee.*  
*He usually eats at home...tonight/restaurant.*

6. Practice:

T: *Please don't call me Mr./Mrs./Miss/Ms. (Smith). My friends always call me (John/Kelly).*  
 Get the students to do the same using their own names. Cue them by addressing students by their title and last name.  
 T: *Now, Mr. Martinez....* S: *Please don't call me Mr. Martinez.*  
*My friends always call me Carlos.*

7. Practice:

T: *She doesn't like restaurants.*  
 T: *They*  
 T: *They don't like restaurants.*  
 T: *Do they...?*  
 T: *Do they like restaurants?*  
 T: *She doesn't like restaurants. Repeat!*  
 C: *She doesn't like restaurants.*

Continue:  
*They*  
*Do they...?*  
*he*  
*you*  
*Why...?*  
*he*  
*they*

8. Practice:

T: *She isn't drinking champagne.*  
 T: *She never drinks champagne.*  
 T: *She isn't wearing sunglasses.*  
 T: *She never wears sunglasses.*  
 T: *She isn't drinking champagne.*  
 C: *She never drinks champagne.*

Continue:

*She isn't wearing sunglasses.*  
*He isn't wearing a suit.*  
*They aren't wearing ties.*  
*He isn't eating in a restaurant.*  
*They aren't listening.*  
*She isn't wearing perfume.*

9. Practice:

T: *I'm filming this afternoon.*  
 T: *She*  
 T: *She's filming this afternoon.*  
 T: *Are you...?*  
 T: *Are you filming this afternoon?*  
 T: *I'm filming this afternoon. Repeat!*  
 C: *I'm filming this afternoon.*

Continue:

*She*  
*Are you...?*  
*this evening*  
*they*  
*he*  
*Why...?*  
*tomorrow morning*

10. Silent reading of the conversation.

11. Questions and Answers.

T: *Where's Harriet eating tonight?*  
*Does she usually eat in restaurants?*  
*What does she usually have on Mondays?*  
*What's she having tonight?*  
*What's her husband doing?*  
*Does he like restaurants?*  
*What does Harriet never drink?*  
*What is Kevin doing tonight?*  
*Does Kevin wear a wig?*

12. Pair Work on the conversation.

13. Role play. Have two students act out the situation in front of the class. Encourage them to substitute other words for *filet mignon/beans/franks/champagne*, etc.

14. Application:

*Do you ever eat in restaurants? Ask, "How often?"*  
*Do you ever eat franks and beans?*  
*What do you usually eat for breakfast/lunch/dinner?*  
*What do you usually drink with your meals? etc.*

15. Have students write answers to the questions in the Student Book for homework.

16. Assign the exercise for written work.

## Suggestions for further activities

1. Pair Work. Invention, e.g., T: *champagne*. S1: *Do you ever drink champagne?/Did you drink champagne last night?/Do you like champagne?* S2: *Yes, occasionally/No, I didn't/Yes, I do*, etc. Continue: *restaurants/potato chips/fish/movies/tennis/bananas/dentist/CDs/club/pizza/dictionary/taxi/TV*.

2. Pair Work. Describing a picture. Students look back through the book. They choose a picture and work in pairs to write the most complete description that they can.

3. Game. Ask students to choose a picture and to describe it, while being careful not to show the page. Their partner has to find the picture being described. This could be continued with one student in front of the class, or in groups. As a variation, pairs could read their descriptions to other pairs, who must locate the correct picture.

**Target structures**

The Past Continuous in contrast with the Past Simple:  
*I was (doing it)/I wasn't (doing it).*  
*Were you doing it? Yes, I was/No, I wasn't.*

**Vocabulary**

class (school)	corner	pay attention	right behind
physics	bone		opposite
exam	foot	middle-aged	suddenly
road	brake(s)	teenage	quickly
		final	immediately

**1.** Briefly review the previous lesson.

**2.** Set up the situation. T: *There was an accident yesterday. It was on Second Street. There was a Chevrolet and there was a Ford. There were a middle-aged woman and a student. There were a dog and a cat. There was a young woman.*  
 Ask questions: *Where was the accident? How many cars were there? How many animals were there? Was there a young woman?*

**3.** Focus attention on the first picture. Set up the situation. Have students cover the text. Play the recording or read the text.

**4.** Listen and repeat the text.

**5.** Silent reading of the text.

**6.** Questions and Answers.

*Was the woman driving the Chevrolet or the Ford?  
 Was the student driving a new Ford or an old one?  
 Was the woman driving fast or slowly?  
 Was the student driving carefully or carelessly?  
 Was the student worrying about money or school?  
 Was the traffic light red or green?  
 Was the dog sitting in the middle of the street or on the corner?  
 Was the cat sitting on the same corner or on the opposite corner?*

**7.** Retelling from cues:

T: *Two cars...Second Street.*  
 T: *Two cars were going down Second Street.*  
 Continue:  
*A middle-aged woman...Chevrolet./A teenage student...old Ford./  
 The woman...slowly and carefully./The student...carefully./  
 He...classes in school./He...Spanish and physics./He...attention to  
 the road./The traffic light...green./A cat...traffic light./A young  
 woman...the street./A dog...opposite corner.*

**8.** Practice:

T: *It*  
 C: *It was sitting there.*  
 Continue: *They/He/We/She/You/I*

**9.** Refer students to the single picture of the dog thinking.

T: *The dog was thinking about a bone. Repeat!*  
*The cat wasn't thinking about a bone. Repeat!*  
*What was it thinking about? Repeat!*  
 Ask questions:  
*What was the cat thinking about? Elicit a variety of responses:  
 It was thinking about milk/fish/the dog/its dinner, etc.*

**10.** Ask: *What was the woman in the car/student/young woman thinking about?* Invite several suggestions: T: *The woman in the car was thinking about the traffic light; the student was thinking about school; and the young woman was thinking about work.*

**11.** Refer students to the first row of pictures. Cover the text. Dramatically say (with a sharp bang on the table):  
*Suddenly...the dog saw the cat. Repeat!*

*It ran across the road. Repeat!*  
 Move on to the next row and cover the text:  
*The woman saw the dog. Repeat!*

*She quickly put her foot on the brakes. Repeat!*  
*The Ford crashed into the Chevrolet. Repeat!*

Move on to the next row and cover the text:  
*A young woman saw the accident. Repeat!*  
*She ran to a telephone booth. Repeat!*

*The police and an ambulance came immediately. Repeat!*

**12.** Silent Reading.

**13.** Retelling from pictures.

Refer to the first row of pictures and cover the text, or use a transparency of the page and an overhead projector.  
 T: *First picture.* C: *The dog was thinking about a bone.*  
 Run through the remaining pictures.

**14.** Question Practice:

T: *The dog saw something. Ask me, "What?"*

C: *What did it see?*

Continue:

*It ran somewhere. Ask me, "Where?"*

*Someone saw the dog. Ask me, "Who?"*

*She did something. Ask me, "What?"*

*The Ford crashed into something. Ask me, "What?"*

*A young woman saw something. Ask me, "What?"*

*She ran somewhere. Ask me, "Where?"*

*Something came quickly. Ask me, "What?"*

Repeat the exercise, but have students provide the correct question words.

Play the sounds on the recording for retelling, using the sounds as cues for the students to retell the story.

**15.** Practice:

T: *He was driving his car.*

T: *Was he driving quickly?*

T: *She was typing some letters.*

T: *Was she typing quickly?*

T: *He was driving his car.*

C: *Was he driving quickly?*

Continue:

*She was typing some letters.*

*They were running.*

*The plane was flying to  
New York.*

*I was driving my car.*

*They were eating their dinner.*

**16.** Practice:

T: *He was talking to someone.*

T: *He wasn't talking to me!*

T: *They were looking at someone.*

T: *They weren't looking at me!*

T: *He was talking to someone.*

C: *He wasn't talking to me!*

Continue:

*They were looking at someone.*

*She was listening to someone.*

*He/She was kissing someone.*

*She was smiling at someone.*

*They were looking for someone.*

**17.** Practice:

T: *They were going.*

T: *He*

T: *He was going.*

T: *driving*

T: *He was driving.*

T: *They were going. Repeat!*

C: *They were going.*

Continue:

*He*

*driving*

*We*

*Was she...?*

*Where...?*

*walking*

*they*

**18.** Write on the board and have students copy:

*He was driving.*

*She wasn't driving.*

*Was John driving?*

*Yes, he was.*

*No, he wasn't.*

*They were driving.*

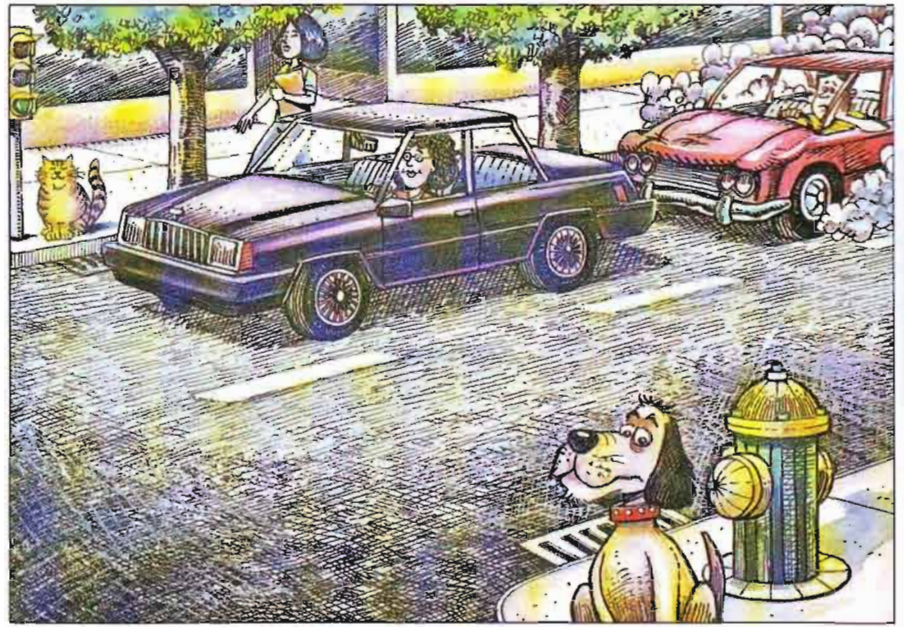
*We weren't driving.*

*Were you driving?*

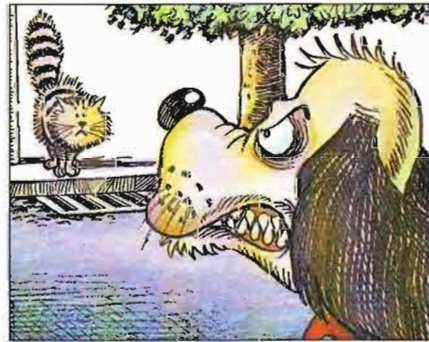
*Yes, we were.*

*No, we weren't.*

Two cars were going down Second Street in Lawrence, Kansas. A middle-aged woman was driving a Chevrolet. Right behind her a teenage student was driving an old Ford. The woman was driving slowly and carefully. The student wasn't driving carefully. He was worrying about his classes in school. He was doing badly in Spanish and physics. He was worrying about the final exams, so he wasn't paying attention to the road. The traffic light was green. A young woman was walking down the street. A cat was sitting on the corner near the traffic light. A dog was sitting on the opposite corner.



The dog was thinking about a bone.



Suddenly the dog saw the cat.



It ran across the road.



The woman saw the dog.



She quickly put her foot on the brakes.



The Ford crashed into the Chevrolet.



A young woman saw the accident.



She ran to a telephone booth.



The police and an ambulance came immediately.

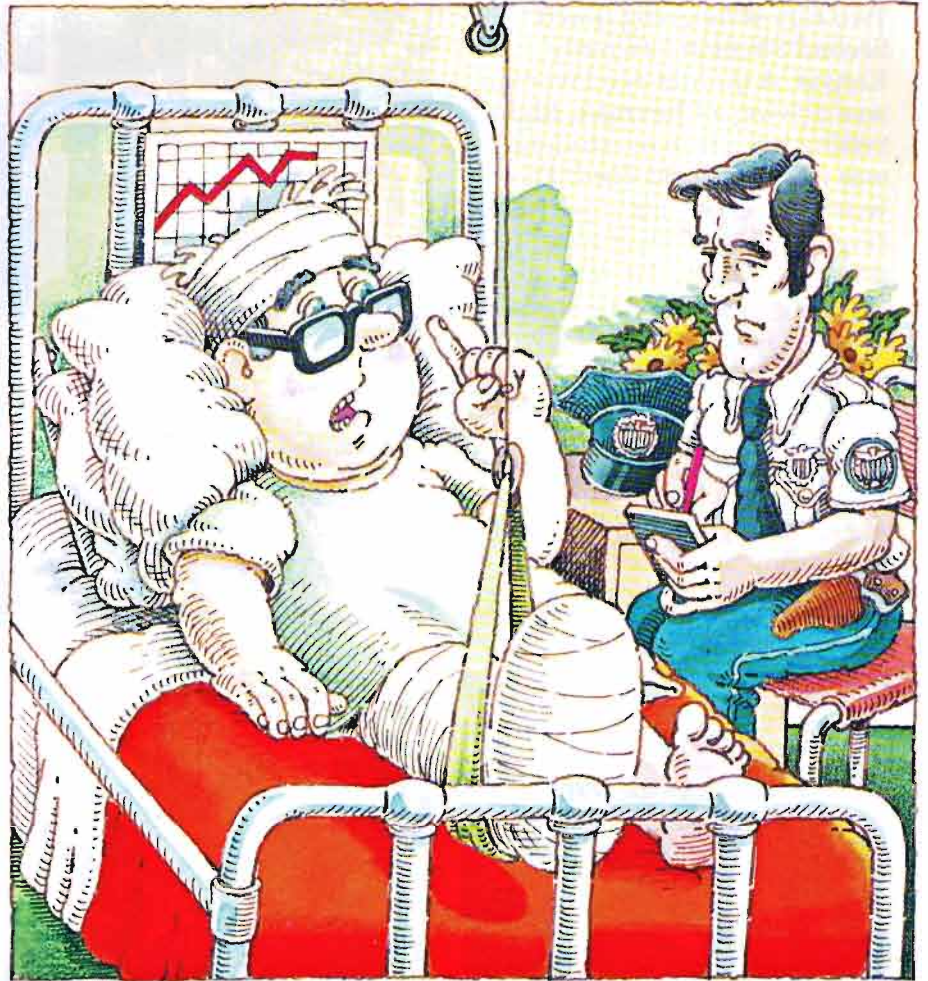




Last night at 9:18 PM, Mr. Scott Shaw, a high school principal, was walking from his office to his car when he was attacked from behind. The attacker hit the principal on the head. The police think the attacker was a student. They are going to question every student in the school—both male and female.

#### Questions

- When did it happen?
- What time did it happen?
- Where was the principal going?
- Where was he coming from?
- Did the attacker hit him?
- Where did the attacker hit him?
- What do the police think?
- What are they going to do?



A police officer questioned the victim at the hospital last night:

**Police officer:** What can you remember about the attack, Mr. Shaw?

**Mr. Shaw:** Well, I was working late last night.

**Police officer:** What time did you leave your office?

**Mr. Shaw:** At about a quarter after nine.

**Police officer:** Are you sure?

**Mr. Shaw:** Yes, I am. I looked at my watch.

**Police officer:** What did you do then?

**Mr. Shaw:** Well, I locked the office door, and I was walking to the parking lot when somebody hit me on the head.

**Police officer:** Did you see the attacker?

**Mr. Shaw:** No. He was wearing a mask over his face.

**Police officer:** He? Oh, so it was a man!

**Mr. Shaw:** Well, I'm not really sure. No...no, I don't know.

**Police officer:** Tell me, Mr. Shaw, how did you break your leg?

**Mr. Shaw:** Well, when they were putting me into the ambulance, they dropped me!

#### Questions

- Where's the victim now?
- What's he doing?
- What's the police officer doing?
- What was Mr. Shaw doing at 9 PM yesterday?
- What time did he leave his office?
- Is he sure?
- Ask, "Why?"
- What did he lock?
- When did the attacker hit him?
- Did he see the attacker?
- Ask, "Why not?"
- Was the attacker a man or a woman?
- Did Mr. Shaw break his arm?
- Ask, "What?"
- Ask, "When?"

## Target structures

Continuation of Past Continuous in contrast with the Past Simple

### Vocabulary

<i>investigation</i>	<i>leg</i>	<i>attack(ed)</i>
<i>principal</i>	<i>arm</i>	<i>question(ed)</i>
<i>attacker</i>		<i>happen(ed)</i>
<i>victim</i>	<i>male</i>	<i>lock(ed)</i>
<i>attack</i>	<i>female</i>	<i>hit</i>
<i>somebody</i>		<i>break (broke)</i>
<i>head</i>	<i>PM</i>	<i>drop(ped)</i>
<i>face</i>	<i>over</i>	

- Briefly review the previous unit.
- Focus attention on the first picture. Set up the situation. Have students cover the text. Play the recording or read the text. If you'd like, refer the situation to your school last night.
- Listen and repeat the text.
- Silent reading of the text.
- Questions and Answers.  
*When did it happen?*  
*What time did it happen?*  
*Where was the principal going?*  
*Where was he coming from?*  
*Did the attacker hit him?*  
*Where did the attacker hit him?*  
*What do the police think?*  
*What are they going to do?*  
 Note: *When did it happen?* can be correctly answered either by *last night* or *9:18 PM*.
- T: *The police are going to ask a lot of questions about last night, so we're going to practice some answers! I'm going to ask everybody this question: What were you doing at 9:18?* Indicate several students and ask these questions: *What were you doing at 9:18?*  
*What was he doing at 9:18?*  
*What was she doing at 9:18?*
- Use *Ask him/Ask her* to generate questions. You can get students to help you.
- Use this technique to generate further questions (one example given):  
 T: *What were you doing at 9:18?*  
 S1: *I was writing a letter.*  
 T: (point to S2 student) *Ask her, "Where?"*  
 S2: *Where were you writing the letter?*  
 S1: *I was writing it in my room.*  
 T: (point to student 3) *Ask her, "Who?"*  
 S3: *Who were you writing to?*  
 S1: *I was writing to my boyfriend.*  
 Do this extensively.
- Now check alibis by this method:  
 T: *Now, Maria was writing a letter at 9:18. Was she alone?*  
 Ask her.  
 S2: *Maria, were you alone?*  
 S1: *Yes, I was.*  
 T: *Where was your (husband)?*  
 S1: *He was in the living room.*  
 T: *Ask what he was doing.*  
 S3: *Maria, what was your (husband) doing?*  
 S1: *He was watching television.*  
 Do this extensively.

**10.** Now check the actions more carefully (one example):  
 T: *Maria, you were writing at 9:18. Carlos, ask her about nine o'clock.*

Carlos: *Were you writing at nine o'clock?*

Maria: *Yes, I was.*

T: *Hmm...Kenji, ask her about ten o'clock.*

Kenji: *Maria, were you writing at ten o'clock?*

Maria: *No, I wasn't.*

T: *Lucia, ask "What?"*

Lucia: *Maria, what were you doing at ten o'clock?* etc.

**11.** Now, in this phase find out when the actions started and finished:

T: *Maria...you were writing. When did you begin?*

Maria: *I began at 8:30.*

T: *When did you finish?*

Maria: *I finished at 9:30.*

Do this with a few students to check the use of past simple in these examples. Use *Ask him/Ask her*.

**12.** Pair Work. Get them to ask each other about actions—when they began and when they finished.

**13.** Draw up a list of "suspects," then say:

*I was working in the teacher's room at 9:18, but I didn't hear anything.* Get the class to question you closely about your actions and movements the previous evening.

**14.** Focus attention on the picture for the conversation. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.

**15.** Listen and repeat the conversation.

**16.** Silent reading of the conversation.

**17.** Questions and Answers.

*Where's the victim now?*

*What's he doing?*

*What's the policeman doing?*

*What was Mr. Shaw doing at 9 PM yesterday?*

*What time did he leave his office?*

*Is he sure?*

Ask, *"Why?"*

*What did he lock?*

*When did the attacker hit him?*

*Did he see the attacker?*

Ask, *"Why not?"*

*Was the attacker a man or a woman?*

*Did Mr. Shaw break his arm?*

Ask, *"What?"*

Ask, *"When?"*

**18.** Play the complete recording. Students listen.

**19.** Pair Work on the conversation.

**20.** Have students write answers to the questions in the Student Book.

See **Suggestions for further activities** on page 96.

**Target structures**

Could to talk about past ability

*I could read when I was five.*

*Could you write when you were five?*

*Yes, I could. No, I couldn't.*

*I couldn't swim until I was five.*

**Expressions**

*Why, yes.*

*Not the (photographs)!*

*That's really cute.*

*(six) years old*

**Vocabulary**

*past*

*(photo) album*

*sit up*

*cute*

*photography*

*bike*

*awful*

**1.** Briefly review *can*. Ask these questions:

*Can you swim?/type?/ride a bike?/drive?/ride a horse?/cook?/play the piano?/dance?/sew?*

*Ask him/Ask her/Ask me/Ask each other.*

**2.** Focus attention on the picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.**3.** Listen and repeat the conversation.**4.** Practice:

T: *Can he swim?*

T: *Yes, he can. He could swim when he was three.*

T: *Can they swim?*

T: *Yes, they can. They could swim when they were three.*

T: *Can he swim?*

C: *Yes, he can. He could swim when he was three.*

Continue:

*Can they swim?*

*Can Rosa swim?*

*Can she swim?*

*Can Josh swim?*

*Can you swim?*

**5.** Practice:

T: *swim*

T: *Could you swim when you were five?*

T: *drive*

T: *Could you drive when you were five?*

T: *swim*

C: *Could you swim when you were five?*

Continue:

*drive*

*play the piano*

*walk*

*talk*

*write*

*ride a bike*

**6.** Practice:

T: *swim*

T: *I couldn't swim until I was ten.*

T: *ride a bike*

T: *I couldn't ride a bike until I was ten.*

T: *swim*

C: *I couldn't swim until I was ten.*

Continue:

*ride a bike*

*play the piano*

*write*

*read music*

*ride a horse*

**7.** Silent reading of the conversation.**8.** Pair Work on the conversation.**9.** Focus attention on Mrs. Ryan's photo album. Set up the situation.

T: *Look at the first picture. Look, listen, and repeat.*

*This is Josh when he was six months old. When he was six months, he could sit up.*

*Look at the second picture. When he was one, he could talk.*

*Look at the third picture. When he was three, he could swim.*

*Look at the fourth picture. When he was six, he could write.*

*Look at the fifth picture. When he was eight, he could ride a bike.*

*Look at the sixth picture. When he was ten, he could play the piano.*

*Look at the seventh picture. When he was fourteen, he could cook.*

*Look at the eighth picture. When he was seventeen, he could drive.*

Note: Point out that we can say *when he was six months* without adding *old*. This is not true for *years*: We can say *when he was three/three years old* but not *when he was three years*.

**10.** Students look at the photo album and make sentences as in step 9, e.g., *When Josh was six months, he could sit up. When he was one, he could talk, etc.***11.** Completion Exercise:

T: *When he was six months old, he could sit up, but...*

T: *...he couldn't talk.*

T: *When he was one, he could talk, but...*

T: *...he couldn't swim.*

T: *When he was six months old, he could sit up, but...*

C: *...he couldn't talk.*

Continue:

*When he was one, he could talk, but...*

*When he was three, he could swim, but...*

*When he was six, he could write, but...*

*When he was eight, he could ride a bike, but...*

*When he was ten, he could play the piano, but...*

*When he was fourteen, he could cook, but...*

**12.** Ask questions about Josh.

T: *Could he swim when he was one?*

*Could he swim when he was three?*

C: *No, he couldn't swim until he was three/Yes, he could.*

*Ask him/Ask her/Ask me/Ask each other.*

**13.** Pair Work. Students look at the photos and ask and answer as in step 12.**14.** Practice. Focus attention on the photos.

T: *sit up*

T: *Josh couldn't sit up until he was six months.*

T: *talk*

T: *Josh couldn't talk until he was one.*

T: *sit up*

C: *Josh couldn't sit up until he was six months.*

Continue:

*talk*

*swim*

*write*

*ride a bike*

*play the piano*

*cook*

*drive*

**15.** Focus attention on the photos. T: *Look at the first picture. What could Josh do when he was six months?*

C: *He could sit up.*

Continue:

*What could Josh do when he was one?/three?/six?/eight? etc.*

**16.** Pair Work. Students ask and answer as in step 15.**17.** Application. Ask students about their childhoods.

T: *Could you ride a bike when you were six?/seven? etc.*

C: *Yes, I could/No, I couldn't ride a bike until I was ten.*

T: *What could you do when you were five?*

C: *I could read music.*

*Ask him/Ask her/Ask me/Ask each other.*

**18.** Pair Work. The students question each other about their past abilities.**19.** Go through the exercise orally. Assign in class or for homework.

See **Suggestions for further activities** on page 97.

Josh is visiting his mother. He's with his new girlfriend, Rosa.

Rosa: That's a nice picture of Josh, Mrs. Ryan. Did you take it?

Mrs. Ryan: Yes. Photography's my hobby. I have a lot of pictures of Josh.

Rosa: Oh, really? May I see some?

Mrs. R.: Why, yes. There's an album here.

Josh: Oh, no, Mom! Not the photographs! Please!

Rosa: Shh. I want to see them. Oh, wow!

Mrs. R.: Look, Josh could sit up when he was six months old.

Rosa: That's really cute!

Mrs. R.: And he could talk when he was a year...look.

Josh: This is awful. Please, Mom...



Mrs. R.: Be quiet, Joshua. When he was three he could swim.

Rosa: Really? I couldn't swim until I was five or six.

Mrs. R.: This is a picture on the beach...

Josh: Mom! I'm not wearing any clothes in that picture!



**Exercise 1**

Look at the photo album and write sentences about Josh.

**Exercise 2**

When Josh was ten, he could play the piano, and he could ride a bike. But he couldn't speak French.

Now write ten sentences about yourself:

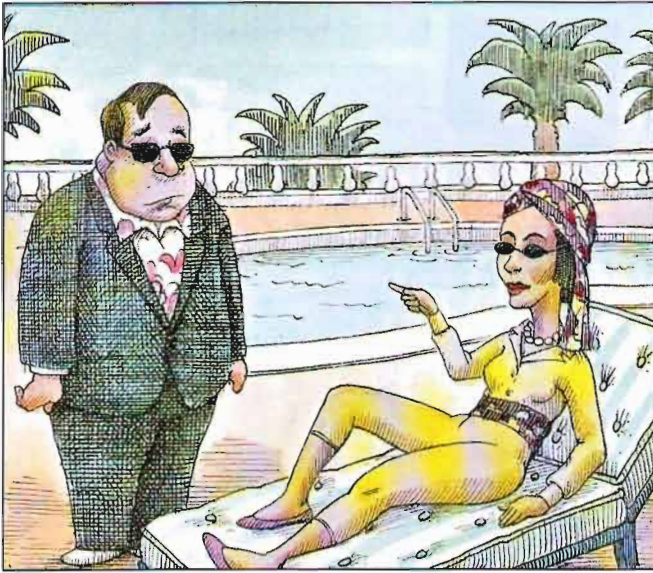
*When I was ten, I could read.*

*When I was ten, I couldn't speak English.*

**Exercise 3**

Rosa couldn't swim until she was five or six.

Write five sentences about yourself.



**Laura:** This is a very important job, Duane.  
**Duane:** Right, boss. What do I have to do?  
**Laura:** You have to fly to Bermuda tonight.  
**Duane:** Bermuda, huh? I have a girlfriend there.  
**Laura:** I know that! But you can't visit her.  
**Duane:** Sure, boss. Where do I have to stay?  
**Laura:** You have to go to the Palm Tree Hotel. Stay in your room and wait for Eric. Eric has the Picasso painting.  
**Duane:** Which passport do I have to use?  
**Laura:** The British one. And don't forget, you have to speak with a British accent. They can't discover your real nationality!  
**Duane:** OK. Do I have to drink tea?  
**Laura:** Yes, you do!  
**Duane:** Oh, no, boss! I hate tea.

### Questions

Does Duane have to go to Jamaica?  
 Ask, "Where?" Ask, "When?"  
 Who can't he visit in Bermuda?  
 Does he have to stay in a hotel?  
 Ask, "Which hotel?"  
 Which passport does he have to use?  
 Does he have to speak with a French accent?  
 Ask, "How?" Ask, "Why?"  
 Does he have to drink tea?  
 Ask, "Why?"



**Tony:** OK, Carmen. We have to get that painting. Here's the plan. Go to the Palm Tree Hotel...  
**Carmen:** Do I have to reserve a room?  
**Tony:** No, you don't. We reserved a room for you...next to Duane Skinner's room.  
**Carmen:** Do I have to stay in the room?  
**Tony:** No, you don't, but you have to watch Skinner all the time. You have to find that painting!  
**Carmen:** Do I have to contact you every day?  
**Tony:** No, you can't! It's too dangerous for you.  
**Carmen:** Why?  
**Tony:** Because Duane Skinner's a very dangerous guy.  
**Carmen:** OK. Is that everything?  
**Tony:** Oh, and you have to speak with a British accent. He can't discover that you're an American police officer.

### Questions

Where does Carmen have to go?  
 Does she have to reserve a room?  
 Ask, "Why not?"  
 Does she have to stay in the room?  
 Who does she have to watch?  
 Can she contact Tony every day?  
 Ask, "Why not?"  
 How does she have to speak?  
 What can't Duane discover?

### Exercise



I'm on a diet, so I can't eat bread. I can't have sugar in my coffee. I can't go everywhere by car.



I'm a millionaire, so I don't have to work. I don't have to save money. I don't have to get up early.

Write six true sentences.  
 Begin:  
 I can't . . .  
 I don't have to . . .

## Target structures

*I have to (go).*  
*He has to (stay).*  
*We don't have to (keep it).*  
*She doesn't have to (contact him).*  
*Do I have to (use it)?*      *Yes, you do.*  
*Does she have to (stay)?*      *No, she doesn't.*

*You can't (take it).*

## Expressions

*all the time*

## Vocabulary

<i>police squad</i>	<i>discover</i>	<i>dangerous</i>
<i>palm tree</i>	<i>hate</i>	<i>early</i>
<i>painting</i>	<i>reserve</i>	
<i>accent</i>	<i>contact</i>	
<i>nationality</i>	<i>save (money)</i>	

- Briefly review the previous lesson.
- Conversation 1. Focus attention on the first picture. Set up the situation. Have the students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat Conversation 1.
- Practice:                      Continue:  
 T: *I*                                      *He*  
 T: *I have to go.*                      *They*  
 T: *He*                                      *She*  
 T: *He has to go.*                      *We*  
 T: *I*                                      *You*  
 C: *I have to go.*
- Practice:                      Continue:  
 T: *He has to go.*                      *I have to go.*  
 T: *Does he have to?*                      *They have to go.*  
 T: *I have to go.*                      *She has to go.*  
 T: *Do you have to?*                      *We have to go.*  
 T: *He has to go.*  
 C: *Does he have to?*
- Practice:  
 T: *I'm going to rob a bank.*  
 T: *You can't rob a bank!*  
 T: *I'm going to sleep in class.*  
 T: *You can't sleep in class!*  
 T: *I'm going to rob a bank.*  
 C: *You can't rob a bank!*  
 Continue:  
*I'm going to sleep in class.*  
*I'm going to bring my dog to school.*  
*I'm going to stay at home tomorrow.*  
*I'm going to write on the wall.*  
*I'm going to burn my books.*
- Silent reading of Conversation 1.
- Questions and Answers, as in the Student Book.
- Pair Work on Conversation 1.
- Conversation 2. Focus attention on the second picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.

- Listen and repeat Conversation 2.
- Practice:  
 T: *She doesn't have to reserve a room.*  
 T: *They*  
 T: *They don't have to reserve a room.*  
 T: *buy a ticket*  
 T: *They don't have to buy a ticket.*  
 T: *She doesn't have to reserve a room. Repeat!*  
 C: *She doesn't have to reserve a room.*  
 Continue:  
*They*  
*buy a ticket*  
*He*  
*wear a tie*  
*You*  
*study all the time*  
*We*
- Silent reading of Conversation 2.
- Questions and Answers, as in the Student Book.
- Pair Work on Conversation 2.
- Practice using *can't* and *don't (doesn't) have to*.  
 T: *I can't sleep now. I'm going to sleep now.*  
 C: *You can't sleep now.*  
 T: *I don't have to work on Sunday. I'm going to work on Sunday.*  
 C: *You don't have to work on Sunday.*  
 T: *I'm going to rob a bank.*  
 C: *You can't rob a bank.*  
 T: *I'm going to pay for your dinners.*  
 C: *You don't have to pay for our dinners.*  
 Continue with:  
*I'm going to work late tonight.*  
*I'm going to write on the wall.*  
*I'm going to invite you to my house.*  
*I'm going to sleep in class.*  
*I'm going to bring my dog to school.*  
*I'm going to give each of you a dollar.*
- Go through the exercise orally. Assign it for written work in class or for homework.
- Have students answer the questions in the Student Book for homework.

## Suggestions for further activities

- Group Work.** In groups, students compile lists of things that you (1) can't take or do on an airplane, (2) can't do when you're driving, (3) can't do at school, (4) can't do at home, and (5) can't do in a basketball game (or another sport). Each group compiles a different list and reports back to the class. Ask students to give lists for each prohibition.
- Group Work.** In groups, students compile lists of things that you have to (1) have to travel abroad, (2) have to drive a car, (3) have or do to become president, (4) have or do to become a rock star, and (5) do before you get married. Each group compiles a different list and reports back to the class. Ask students to give reasons for each one.
- Group Work.** In groups, students compile lists of things that people don't have to do (1) when they finish school, (2) when they retire, and (3) when they become rich. Each group compiles a different list and reports back to the class. Ask students to give reasons for each one.

**Expressions***Is (Akiko) there, please?**Please hold.**Just a minute, please.**One moment, please.**Who's calling?**When do you expect (her) back?**Could you take a message?**Can I call direct?***Vocabulary**message *expect*

meeting

area code

Directory Assistance *require*

operator

external line

tone

international access number *direct*

country code

pay phone

- Briefly review the previous lesson.
- Conversation M-N. Focus attention on the picture. Set up the situation. Explain the U.S. telephone system. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat Conversation M-N.
- Focus attention on Conversation M-N. Have students look and listen. Play the recording or act out the conversation.
- Silent reading of Conversation M-N.
- The teacher takes the part of M. The class in chorus takes the part of N. Go through the conversation. Then the teacher takes the part of N. The class in chorus takes the part of M. Go through the conversation.
- Pair Work on Conversation M-N.
- Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. Students do the same in pairs, using the cues in the book.
- Conversation O1/O2-P. Follow the same procedure as for Conversation M-N. Point out that O1/O2 are two different telephone operators. Provide students with imaginary addresses, if needed, or have them make them up. Note: NYNEX is the New York/New England Exchange, the telephone company for the area. Other telephone companies are: Birmingham=Bell South, Charlotte=Piedmont Bell, Tampa=Atlantic South.
- Conversation Q-R. Follow the same procedure as for Conversation M-N, but include steps 11, 12, and 13.

**11. Practice:**T: *Tokyo*T: *Can I call direct to Tokyo from my room?*T: *London*T: *Can I call direct to London from my room?*T: *Tokyo*C: *Can I call direct to Tokyo from my room?***Continue:***London**Seoul**Bogota**Mexico City**Taipei*

- Focus attention on the phone instruction card. Silent reading. Explain any difficult vocabulary.

**13.** Select students and act out conversations based on Conversation Q-R, using cities on the card.

**14.** Pair Work. Students make up conversations based on Q-R, using the phone instruction card.

**15. Application:**T: *I want to make a phone call from a pay phone.*

First, I pick up the receiver.

Next, I put a quarter in the phone.

Then I dial the number.

How do you make a phone call from a pay phone?

C: *First, you pick up the receiver.*

Next, you put a quarter in the phone.

Then you dial the number.

T: *I want to make a collect call to Topeka.*

First I dial 0.

Next I dial the area code.

Then I dial the number.

How do you make a collect call to Topeka?

C: *First, you dial 0.*

Next, you dial the area code.

Then you dial the number.

Continue with:

*How do you call Rio de Janeiro from New York?**How do you find out somebody's telephone number?**How do you go home from school?**How do you go to work from home?**How do you make tea?**How do you make coffee?***Suggestions for further activities**

- Focus attention on the photograph of the pay phone instructions next to Conversation OP. Ask students to explain to a visitor from the United States how to use a public pay phone in their own country.
- Mixed-up conversations. Dictate, at random, all the lines from Conversations O1/O2-P and Q-R. Students unscramble them to put the conversations in order.
- Give pairs of students several names and addresses, both local and international. Then role play operator and caller, with the operator inventing telephone numbers. For international calls, they use the information from the telephone instruction card at the bottom of the page.

M: Hello?  
 N: Hello. Is Akiko Nakamura there?  
 M: Who's calling, please?  
 N: Travis Bergman.  
 M: Please hold.  
 N: Thanks.  
 M: Uh, hello. I'm sorry, but Akiko's out.  
 N: Oh. When do you expect her back?  
 M: I'm not sure.  
 N: Could you take a message?  
 M: Yes, of course.

Please hold.  
 Just a minute, please.  
 One moment, please.  
 Can you hold?  
  
 out  
 not here  
 not at her desk  
 in a meeting



O1: Nynex. What city?  
 P: San Diego.  
 O1: That's area code 619. Please dial 619-555-1212 for Directory Assistance in that area.

Gonzalez, San Diego (619)  
 Fitzgerald, Birmingham (205)  
 Costello, Charlotte (704)  
 Waldheim, Tampa (813)



O2: Pacific Bell. What name and city?  
 P: Gonzalez. 1854 Camelia Drive, San Diego.  
 Tape: The number is area code 619-451-0239.

Q: Hotel operator.  
 R: Hello. Can I call direct to Rio de Janeiro from my room?  
 Q: Yes. First press 9 for an external line. Wait for a tone, then press the international access number 011.  
 R: OK. What next?  
 Q: Then press the country code...55 for Brazil, and the area code.  
 R: Right. Rio's 21, I think.  
 Q: That's correct. Then just press the local number.  
 R: That's great. Thank you.  
 Q: You're welcome.

Rio de Janeiro, Brazil  
 Kyoto, Japan  
 Acapulco, Mexico  
 Maracaibo, Venezuela  
 Oxford, England



### Exercise

Use the telephone instruction card below and make conversations.

### SHERLAND TOWERS HOTEL

Press 9 for an external line. Then press 011 for international access. Then press the country code and the area code and number. There are examples below. If you require other codes, call 0 for the hotel operator.

Country	City	Country Code	City Code	Country	City	Country Code	City Code
Australia	Canberra	61	62	Korea, Rep. of	Seoul	82	2
Brazil	Rio de Janeiro	55	21	Mexico	Acapulco	52	748
China	Beijing	86	1	New Zealand	Wellington	64	4
Colombia	Cartagena	57	53	Taiwan	Taipei	886	2
India	Calcutta	91	33	United Kingdom	Oxford	44	865
Indonesia	Jakarta	62	21	Venezuela	Maracaibo	58	61
Japan	Kyoto	81	75				



**Names**

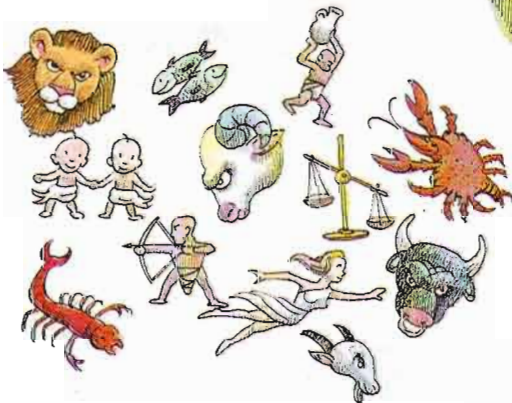
Ask another student these questions.

- What's your first name?
- Does it have a special meaning?
- Do any of your relatives have the same first name?
- What do your friends call you?
- Is that a nickname?
- What's your last name?
- Does it have a special meaning?
- Do you have a middle name?

**Marital status, family, and home**

Ask another student these questions.

- Are you married or single?
- How many brothers and sisters do you have?
- How many aunts and uncles do you have?
- Which people usually give you presents?
- Do you have any children?
- Where were you born?
- Did you go to school there?
- Where do you live now?

**Birthdays**

Ask another student these questions. Try to guess their birthday!

- On which day of the week were you born?
- Were you born in the summer, fall, winter, or spring?
- Do you know your astrological sign?
- Were you born on an odd-numbered day (1, 3, 5, etc.) or an even-numbered day (2, 4, 6, etc.)?
- Does your birthday have one digit (e.g., 1) or two digits (e.g., 11, 21)?

**Education and work**

Ask another student these questions.

- Are you still in school full-time?
- What are you studying?
- Do you have any degrees?
- What are they?
- What was your favorite subject in school?
- Do you have a job?
- What do you do for a living? (or What are you going to do?)
- How many hours do you work each week?
- How many days do you work?

**Exercise 1**

Now complete this form. Then interview another student and find out about their personal history.

Leo Pisces Aquarius  
Gemini Aries Libra Cancer  
Scorpio Sagittarius Virgo  
Capricorn Taurus

**PERSONAL INFORMATION**

DATE OF BIRTH:

PLACE OF BIRTH:

MARITAL STATUS:

EDUCATION: ELEMENTARY SCHOOL: \_\_\_\_\_

HIGH SCHOOL: \_\_\_\_\_

COLLEGE: \_\_\_\_\_

DEGREES:

WORK RECORD:

## Target structures

Asking for and giving personal information

## Expressions

What do you do for a living?

## Vocabulary

<i>history</i>	<i>full-time</i>	<i>odd-numbered</i>
<i>meaning</i>	<i>subject</i>	<i>even-numbered</i>
<i>nickname</i>	<i>aunt</i>	<i>full-time</i>
<i>middle name</i>	<i>uncle</i>	
<i>fall</i>	<i>degree</i>	
<i>spring</i>	<i>present</i>	
<i>astrological sign</i>	<i>education</i>	
<i>digit</i>	<i>elementary school</i>	
	<i>work record</i>	

The astrological signs

Note: You may wish to tell students that they can supply imaginary information if they wish.

- Briefly review the previous lesson.
- Focus attention on the first box of questions, headed **Names**. Go through the questions, putting them to individual students. Explain difficult vocabulary.
- Pair Work. Students ask and answer the questions about names.
  - Check up on the answers and ask further questions.
 

T: *Does anyone have a first name with a special meaning? What is it?*

*Does anyone have an interesting nickname? Why do they call you that?*

*What does your boyfriend/girlfriend/mother, etc., call you?*

*Does anyone's last name have a special meaning?*

*How many middle names do you have? Do they have special meanings?*

*Do any of your relatives have the same first name?*

*What is the most common first name/last name in your country? What does it mean? etc.*
- Birthdays.** Focus attention on the astrological signs. Ask students if they know the dates of the signs. Write them on the board. They are:
 

Aquarius	January 21–February 19
Pisces	February 20–March 20
Aries	March 21–April 20
Taurus	April 21–May 21
Gemini	May 22–June 21
Cancer	June 22–July 23
Leo	July 24–August 23
Virgo	August 24–September 23
Libra	September 24–October 23
Scorpio	October 24–November 22
Sagittarius	November 23–December 22
Capricorn	December 23–January 20

Note: Some reference books give slightly different dates.

- Go through the questions, explaining difficult vocabulary. Have students ask you the questions. See if they can guess your birthday.
- Pair Work. Students ask and answer the questions, and try to guess each other's birthday.

- Check up on the answers and ask further questions.
 

T: *Did anyone guess right? How many guesses did you need? Was anyone born on January 1? Christmas Day? etc. How many people were born in Aquarius? Pisces? etc. Do any of you have the same birthday? etc.*

**9. Marital status, family, and home.** Go through the questions, putting them to individual students. Explain difficult vocabulary.

**10.** Pair Work. Students ask and answer the questions about marital status, family, and home.

- Check up on the answers and ask further questions.
 

T: *Are your brothers and sisters older/younger than you? Where do they live?*

*Do you have any cousins/nephews/nieces? How many? Where do they live?*

*Who do you give birthday presents to?*

*Do you have any children? How many? How old are they? Do they go to school? Where?*

*Where were you born? Where's that? What's it like? Do you live in a house/an apartment? etc.*

**12. Education and work.** Go through the questions, putting them to individual students. Explain difficult vocabulary.

**13.** Pair Work. Students ask and answer the questions about education and work.

- Check up on the answers and ask further questions.
 

T: *How many hours a week do you study (English)? Do you like studying?*

*Did you go to college? Which one? Where's that? Did you like it? What was your least favorite subject?*

*Do you like your job? Would you like to stop working?*

*How many days/holidays do you have each year? Do you take them?*

(For students) *Do you want a job? What kind of job do you want? How many hours/days do you want to work?*

*Does your wife/husband/father/mother work? What does he/she do? etc.*

**15.** Focus attention on the form at the bottom of the page. Students work alone and complete the form with their own personal details.

**16.** Practice the formation of questions from the headings on the form. T: *Date of birth.* S: *What's your date of birth?/When were you born?* T: *marital status.* S: *Are you single or married?* (We would not normally ask *What's your marital status?* which sounds official.)

**17.** Pair Work. Students interview each other and find out about each other's personal history.

### Suggestion for further activities

Students find out personal information about a famous person: actor, actress, pop star, politician, historical figure, etc. Then they write a short personal history of their subject and share them with their partners, a small group, or the class.

**Target structures**

Introduction of the Present Perfect:

<i>I'm going to (open) it.</i>	<i>He's opened it.</i>	<i>Yes, he has.</i>
<i>I'm (opening) it.</i>	<i>Has he opened it?</i>	<i>No, he hasn't.</i>
<i>I've (opened) it.</i>	<i>What have I done?</i>	

**Vocabulary**

<i>Mission Control</i>	<i>land</i>	<i>clearly</i>
<i>flag</i>	<i>done</i>	
	<i>raise</i>	

1. Briefly review the previous lesson.

2. Focus attention on yourself. T: *Watch and listen. I'm going to open the door.* Move slowly toward the door. *What am I going to do?* Stretch out your hand toward the door.

C: *You're going to open the door.*

T: *I'm opening the door.* Open the door very slowly, inch by inch. *What am I doing?*

C: *You're opening the door.*

T: *I've opened the door.*

Remove your hand sharply when the door is open.

Now close the door quickly, and open it quickly.

T: *What have I done?* C: *You've opened the door.*

T: *Again.* C: *You've opened the door.*

T: *Watch and listen.*

*I'm going to close the door.* Move slowly toward the open door, hand outstretched. *What am I going to do?*

C: *You're going to close the door.*

T: *I'm closing the door.* Close the door very slowly, inch by inch. *What am I doing?*

C: *You're closing the door.*

T: *I've closed the door.* When the door closes, remove your hand sharply. T: *I've closed the door.*

Now open the door quickly and close it quickly.

T: *What have I done?* C: *You've closed the door.*

3. Bring out a male student.

T: *He's going to open the door. What's he going to do?*

C: *He's going to open the door.*

Say to the student: *Open the door very, very slowly.*

As he is opening the door, say: *He's opening the door.*

*What's he doing?*

When he has opened the door, say *Listen: He's opened the door.*

T: *What has he done?* C: *He's opened the door.*

T: *Repeat.* C: *He's opened the door.*

Teacher to the student: *What have you done?*

Male student: *I've opened the door.*

4. Repeat the above procedure with a female student, but use the close sequence in step 1.

5. Practice: Continue:

T: *I* She

T: *I've opened it.* We

T: *She* He

T: *She's opened it.* You

T: *I* They

C: *I've opened it.*

6. Select a male student:

T: *Open your book. Wait! What are you going to do? What's he going to do?*

T: *OK. Open it—slowly.*

*What have you done? What has he done?*

Do this again, using *close*. Move on to a female student.

Then use *window, purse, notebook* to generate more practice.

Then use two students to generate *they* and *we*.

7. Take a student's book/purse/bag to the front of the class.

T: *Have I opened it?* S: *No, you haven't.*

Point to another student.

T: *Have you opened this bag?* Ask him/Ask her.

T: *Has he opened it? Have they opened it?*

8. Practice:

T: *you*

C: *Have you opened it?*

Continue: *he/they/she/I/we/John and Maria*

9. Get two books or bags. Open one bag, but not the other.

T: *I've opened this (bag), but I haven't opened that (bag).*

Close both bags. Bring out a student.

T: *Open that bag.*

*He's opened that bag, but he hasn't opened this bag.*

10. Practice:

T: *I*

C: *I haven't opened it.*

Continue: *She/We/You/He/They/Mr. and Mrs. Smith*

11. Write on the board and have students copy:

<i>I</i>	<i>'ve</i>	<i>opened it.</i>
<i>You</i>	<i>have</i>	
<i>We</i>	<i>haven't</i>	
<i>They</i>		
<i>He</i>	<i>'s</i>	
<i>She</i>	<i>has</i>	
	<i>hasn't</i>	

<i>Have</i>	<i>I</i>	<i>opened it?</i>	<i>Yes, I have.</i> <i>Yes, he has.</i> <i>No, I haven't.</i> <i>No, he hasn't.</i>
	<i>you</i>		
	<i>we</i>		
	<i>they</i>		
<i>Has</i>	<i>he</i>		
	<i>she</i>		

12. Focus attention on the pictures for the conversation. Set up the situation. Have students cover the conversation. Play the first section of the conversation only (to *I'm going to open the door*).

13. Listen and repeat.

14. T: *Can Phil hear Mission Control?*

*Can he hear them clearly? What's he going to do?*

15. Play the second section of the conversation (to *I'm opening the door*).

16. Listen and repeat.

17. T: *What's he doing now?*

18. Play the third section of the conversation.

19. Listen and repeat.

20. T: *What has Phil done? What can he see? What's it like?*

21. Silent reading of the conversation.

22. Go through the exercise orally. Assign them for homework.

See **Suggestions for further activities** on page 97.

The *Eagle* has landed on the moon! Astronaut Phil Strongarm is speaking to Mission Control in Houston.

**Mission Control:** Hello, Phil. Can you hear me?

**Strongarm:** Yes, I can hear you clearly.

**Mission Control:** What are you going to do next?

**Strongarm:** I'm going to open the door.

**Mission Control:** Hello, Phil. What are you doing now?

**Strongarm:** I'm opening the door.

**Mission Control:** Phil! Have you opened the door?

**Strongarm:** Yes, I've opened it! I can see the moon, and it's fantastic!



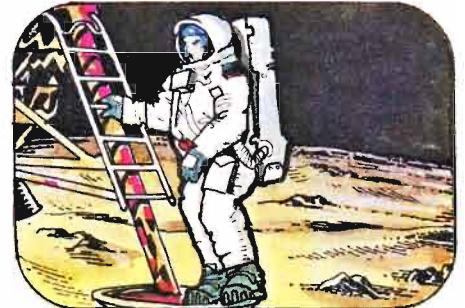
**Exercise**



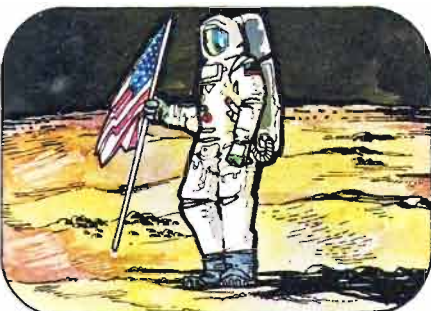
1. What's he going to do?  
He's going to climb down the ladder.



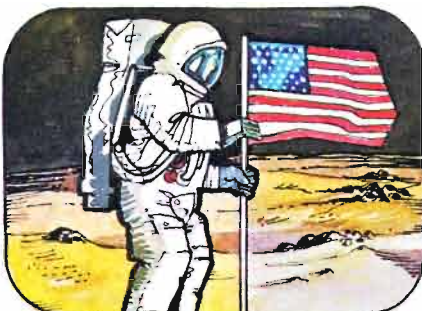
What's he doing?  
He's climbing down the ladder.



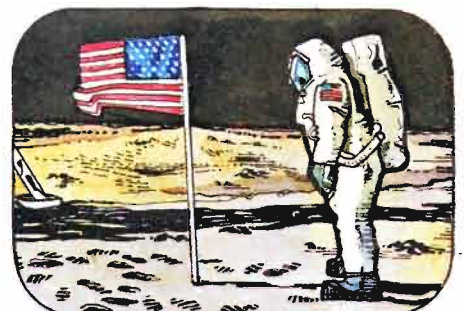
What has he done?  
He's climbed down the ladder.



2. What's he going to do?  
He's going to raise the flag.



...?  
... .



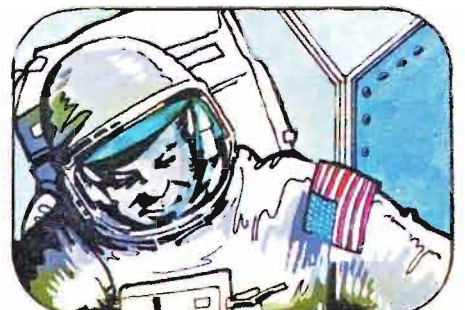
...?  
... .



3. What's he going to do?  
He's going to close the door.



...?  
... .



...?  
... .

**Kelly:** OK. Which way is the car?

**Mark:** It's in space 34. It's this way.

**Kelly:** I can't see it.

**Mark:** No, Kelly. It's gone!

**Kelly:** Are you sure?

**Mark:** Yes. It was in space 34. It isn't there now. It's gone, Kelly. It really has gone. This is terrible! It's only two months old.

**Kelly:** Come on! Where's it gone? This is a high-security parking garage. You can't get out without the ticket, and you have the ticket.

**Mark:** But space 34 is empty—and it's the right number. I wrote it on the ticket.

**Kelly:** Let me see. Oh, Mark. It hasn't gone! We're on the wrong floor! Look, this is floor C. The car's on floor D.

**Paul:** Hey, Bill, can you lend me \$10?

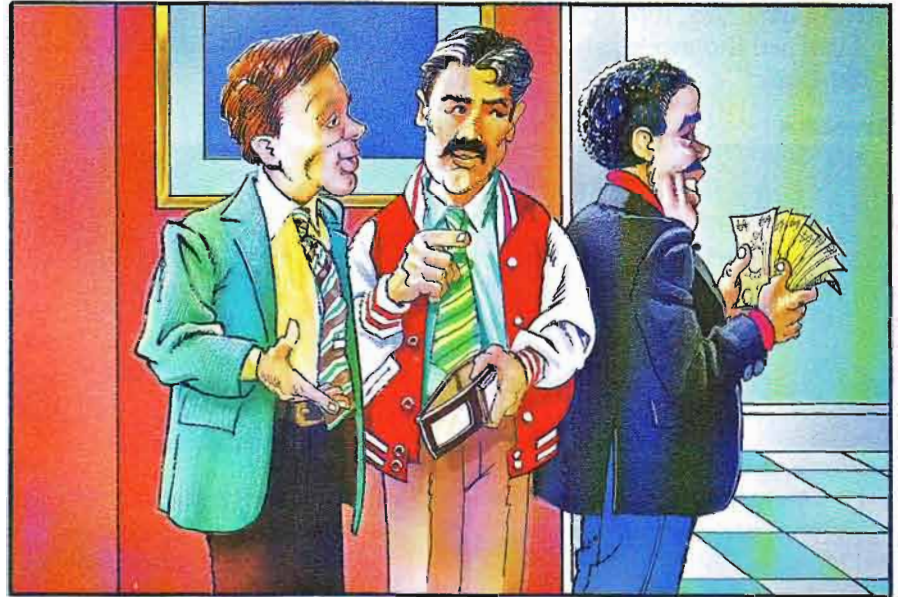
**Bill:** Sorry, I can't. I haven't been to the bank today.

**Paul:** Oh, I haven't been there either, and I need some money. We could go now.

**Bill:** No, the bank's closed. It's too late. Why don't you ask Pete?

**Paul:** Has he been to the bank?

**Bill:** Yes, he has. He always goes to the bank on Mondays.



### Exercise



She's been to the bank.



He . . . supermarket.



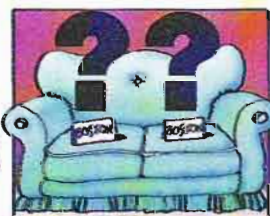
They . . . library.



He . . . hairdresser.



She's gone to Paris.



They . . . Boston.



He . . . the hospital.



She . . . Los Angeles on business.

### Target structures

Present Perfect: *been* and *gone*.  
*He's (been) out/He has (been) out.*  
*They've (gone) out/They have (gone) out.*

### Expression

*Which way?*

### Vocabulary

<i>parking garage</i>	<i>high-security</i>	<i>gone</i>	<i>without</i>
<i>floor</i>	<i>closed</i>	<i>get out</i>	<i>either</i>
<i>hairdresser</i>		<i>lend</i>	
		<i>been</i>	

1. Briefly review the previous lesson.

2. Choose a male student. T: *Come here please, (Juan).*  
 Point to the door.

T: *Go out for a minute. Wait!*  
*Where's he going to go? Where are you going to go?*  
 Lead him slowly to the door.

T: *Now, he's going out.*  
*Where is he going? Where are you going?*  
 Close the door behind him.

T: *(Juan) isn't here now. He's gone out... Repeat!*  
 Bring the student in, thank him, and ask him to sit down.

3. Repeat the same procedure with a female student, to elicit: *She isn't here now. She's gone out.*

4. Repeat the same procedure with two students, to elicit: *They aren't here now. They've gone out.*

5. T: *Watch me... I'm going out.*  
 Go out, close the door. Wait a few seconds. Come back in and say, *I've been out... I've been out.*  
*I'm here now... but I've been out.*

6. Choose a male student, lead him to the door, and close the door behind him. Wait a few seconds and then bring him back in.  
 T: *He's been out.... He's here now, but he's been out. Repeat!*

7. Follow the same procedure using a female student, to elicit:  
*She's been out.... She's here now, but she's been out.*

8. Follow the same procedure using two students, to elicit:  
*They've been out.... They're here now, but they've been out.*

9. Practice:	Continue:
T: <i>He</i>	<i>They</i>
T: <i>He's gone out.</i>	<i>She</i>
T: <i>They</i>	<i>Juan</i>
T: <i>They've gone out.</i>	<i>The teacher</i>
T: <i>He</i>	<i>Mr. and Mrs. Smith</i>
C: <i>He's gone out.</i>	<i>Maria</i>

10. Practice:	Continue:
T: <i>I</i>	<i>She</i>
T: <i>I've been out.</i>	<i>We</i>
T: <i>She</i>	<i>You</i>
T: <i>She's been out.</i>	<i>He</i>
T: <i>I</i>	<i>They</i>
C: <i>I've been out.</i>	<i>Juan</i>

11. Practice:  
 T: *Juan isn't here.*  
 T: *No ... he's gone out.*  
 T: *Maria's here.*  
 T: *Yes, but she's been out.*  
 T: *Juan isn't here.*  
 C: *No...he's gone out.*

Continue:  
*Maria's here.*  
*Juan and Yoshi aren't here.*  
*Maria and Jenny are here.*  
*I'm here.*

12. Conversation 1. Focus attention on the picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.

13. Listen and repeat Conversation 1.

14. Practice:  
 T: *It's gone.*  
 T: *Gone? Where's it gone?*  
 T: *They've gone.*  
 T: *Gone? Where've they gone?*  
 T: *It's gone.*  
 C: *Gone? Where's it gone?*

Continue:  
*They've gone.*  
*She's gone.*  
*He's gone.*  
*My car's gone.*  
*The president's gone.*

15. Silent reading of Conversation 1.

16. Questions and Answers.  
*Is the car there?*  
*Which space was it in?*  
*Has it gone?*

17. Pair Work on Conversation 1.

18. Conversation 2. Focus attention on the picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.

19. Listen and repeat Conversation 2.

20. Practice:  
 T: *I haven't been to the bank today.*  
 T: *She*  
 T: *She hasn't been to the bank today.*  
 T: *Have you?*  
 T: *Have you been to the bank today?*  
 T: *I haven't been to the bank today. Repeat!*  
 C: *I haven't been to the bank today.*

Continue:  
*She*  
*Have you?*  
*supermarket*  
*this week*  
*He/They*  
*bank*  
*this year*

21. Silent reading of Conversation 2.

22. Questions and Answers.  
*Can Bill lend Paul \$10? Ask, "Why not?"*  
*Has Paul been to the bank? What does he need?*  
*Is the bank still open? Has Pete been to the bank?*  
*When does he always go to the bank?*

23. Pair Work on Conversation 2.

24. Application. Ask questions:  

<i>Have you been</i>	<i>to the bank</i>	<i>today?</i>
	<i>to the post office</i>	<i>this week?</i>
	<i>to the hairdresser's</i>	<i>this month?</i>

*Ask me/Ask him/Ask her/Ask each other.*

25. Go through the exercise orally. Assign it for homework.

See **Suggestions for further activities** on page 97.

**Target structures***I've just (done) it.**I've already (done) it.**Have you (done) it yet?*

Continuation of regular verbs in the Present Perfect.

**Expressions***Oh, no!**Watch out!**(What), for example?**What's wrong?**You're right.**Do the dishes.**Ha, ha, ha***Vocabulary**

pencil	pocket	rag	clean(ed)
ear	spot	bucket	iron(ed)
elbow	wall	coworker	
address book	mop		already
checkbook	sponge	bored	yet

**1.** Briefly review the previous lesson.**2.** Conversation S-T. Focus attention on the picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.**3.** Listen and repeat Conversation S-T.**4.** Practice:T: *I/pen*T: *I can't find my pen.*T: *She/pencil*T: *She can't find her pencil.*T: *I/pen*C: *I can't find my pen.*

Continue:

*She/pencil**He/address book**We/coats**They/books**I/checkbook***5.** Focus attention on Conversation S-T. Have students look and listen. Play the recording or act out the conversation.**6.** Silent reading of Conversation S-T.**7.** The teacher takes the part of S. The class in chorus takes the part of T. Go through the conversation. Then the teacher takes the part of T. The class in chorus takes the part of S. Go through the conversation.**8.** Pair Work on Conversation S-T.**9.** Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. Students do the same in pairs, using the cues in the book.**10.** Conversation U-V. Follow the same procedure as for Conversation S-T, but include steps 11 and 12.**11.** Practice:T: *I've just washed the floor.*T: *He*T: *He's just washed the floor.*T: *window*T: *He's just washed the window.*T: *I've just washed the floor. Repeat!*C: *I've just washed the floor.*

Continue:

*He**window**opened**They**closed**cleaned**She***12.** Practice:T: *I've just washed the floor.*T: *Well, you haven't done a good job.*T: *She's just washed her car.*T: *Well, she hasn't done a good job.*T: *I've just washed the floor.*C: *Well, you haven't done a good job.*

Continue:

*She's just washed her car.**They've just finished their work.**He's just washed the mirrors.**We've just done our homework.***13.** Conversation X-Y. Follow the same procedure as for Conversation S-T, but include steps 14, 15, and 16.**14.** Practice:T: *Wash your hair.*T: *I've already washed it.*T: *Iron your clothes.*T: *I've already ironed them.*T: *Wash your hair.*C: *I've already washed it.*

Continue:

*Iron your clothes.**Finish your homework.**Brush your teeth.**Do your work.**Count your money.**Sign your name.**Answer the questions.***15.** Practice:T: *Is he going to wash his hair?*T: *No, he's already washed it.*T: *Are they going to iron their clothes?*T: *No, they've already ironed them.*T: *Is he going to wash his hair?*C: *No, he's already washed it.*

Continue:

*Are they going to iron their clothes?**Is she going to clean her room?**Are you going to finish your work?**Is he going to brush his teeth?**Are they going to count their money?**Is she going to sign her name?**Are we going to answer the questions?***16.** Practice:T: *I'm going to do the dishes.*T: *Haven't you done them yet?*T: *I'm going to wash the floor?*T: *Haven't you washed it yet?*T: *I'm going to do the dishes.*C: *Haven't you done them yet?*

Continue:

*I'm going to wash the floor.**I'm going to iron my clothes.**I'm going to finish my homework.**I'm going to wash my car.***17.** Focus attention on the questionnaire. Silent reading. Check comprehension. Students complete the questionnaire for themselves.**18.** Ask a few students: *Have you brushed your teeth today? Have you watched TV?* etc. Ensure they answer *Yes, I have/No, I haven't.***19.** Pair Work. Exercise 1. Students ask and answer about each other's questionnaires, noting their partner's replies.**20.** Pair Work. Exercise 2. Students change partners and tell their new partner about their previous partner. Model an appropriate sentence, e.g., *Juan hasn't brushed his teeth today, but he has brushed his hair*, etc. This exercise could also be assigned for written work in class or for homework.See **Suggestions for further activities** on page 97.

S: Oh, no!  
 T: What's wrong?  
 S: I can't find my pen.  
 T: Really? Ha ha ha.  
 S: It isn't funny.  
 T: Oh, yes it is.  
 S: It is? I don't understand.  
 T: Well, you have to look carefully.  
 S: I've looked everywhere.  
 T: No, you haven't. Look behind your ear.  
 S: Oh.

pen  
 pencil  
 address book  
 checkbook  
 behind your ear  
 in your hand  
 in your pocket  
 on your desk  
 under your elbow



U: Watch out! I've just washed the floor.  
 V: No, you haven't.  
 U: Yes, I have.  
 V: Well, you haven't done a very good job. Look over there. You've missed a spot.  
 U: You're right. Here's the mop.

floor  
 walls  
 windows  
 mirrors  
 mop  
 sponge  
 rag  
 bucket



X: I'm so bored.  
 Y: Well, do something.  
 X: What, for example?  
 Y: Wash your hair.  
 X: I've already washed it.  
 Y: Call your friend Susan.  
 X: I've already talked to her today.  
 Y: Clean your room.  
 X: I've already cleaned it.  
 Y: Then do the dishes.  
 X: Haven't you done them yet?  
 Y: No, I haven't.  
 X: Oh, all right.

wash/hair  
 finish/homework  
 iron/clothes  
 brush/teeth  
 do/homework



### Questionnaire

Which of these things have you done today? Complete the questionnaire.

QUESTIONNAIRE						
● Have you brushed your	teeth	today?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	hair		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	shoes		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
● Have you telephoned	a friend	today?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	a coworker		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	a relative		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
● Have you watched TV today?		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
● Have you listened to music today?		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	

### Exercise 1

Interview another student. How did they answer the questions?

### Exercise 2

Write sentences about another student.

He has . . . today.

She hasn't . . . today.



- Gina: Jeff! I've got a new job!  
I'm going to live in New York.
- Jeff: You are? I lived in New York five years ago.
- Gina: Did you like it?
- Jeff: Not very much.
- Gina: Why not?
- Jeff: Well, there were too many people, and there was too much noise.
- Gina: I love crowds and noise!
- Jeff: Well, I don't. And I don't like pollution.
- Gina: What do you mean?
- Jeff: There isn't enough fresh air in New York.
- Gina: But you can go to concerts and the ballet and Broadway and...
- Jeff: I never had enough money for all that. The rents are very high.
- Gina: Why is that?
- Jeff: Because there aren't enough apartments.
- Gina: Well, I still prefer big cities.
- Jeff: But why?
- Gina: I was born in a small town. It was too quiet and too dull.
- Jeff: You were lucky.
- Gina: I don't think so. There wasn't much to do. That's why young people go to New York.
- Jeff: But New York's too expensive for young people.
- Gina: They still go. They want excitement.
- Jeff: Well, I don't want excitement. I just want a quiet life, that's all.

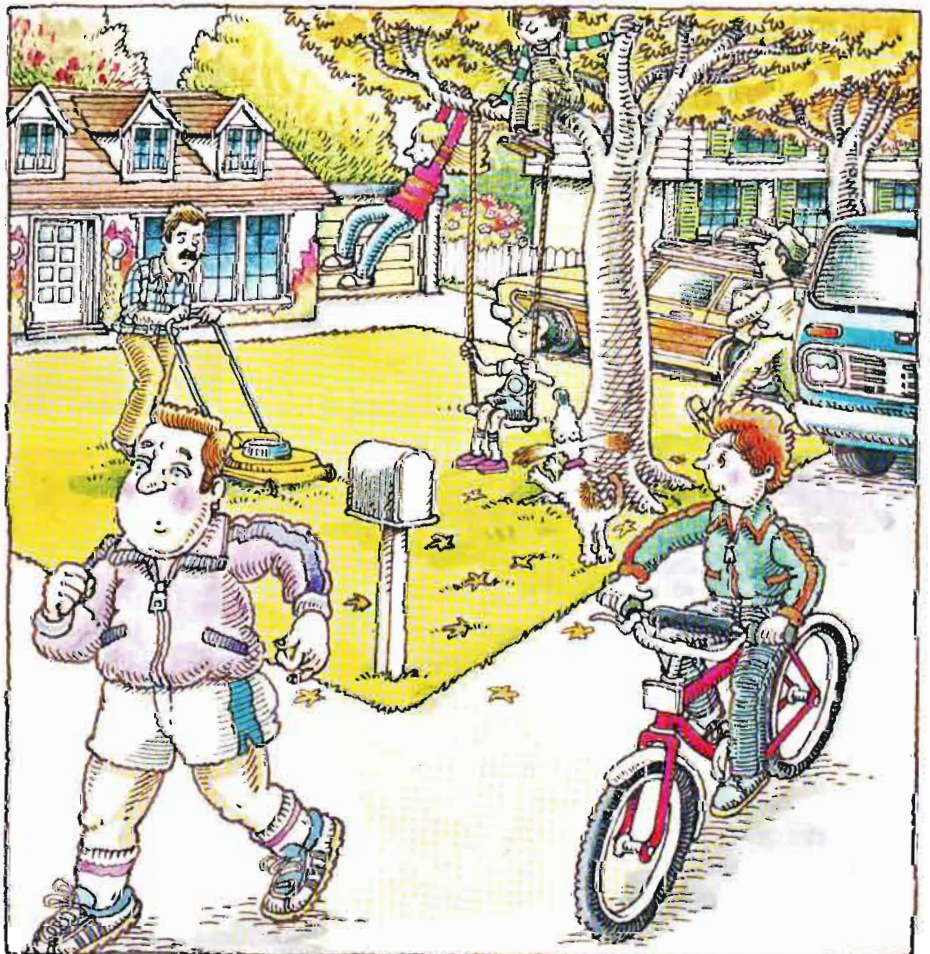
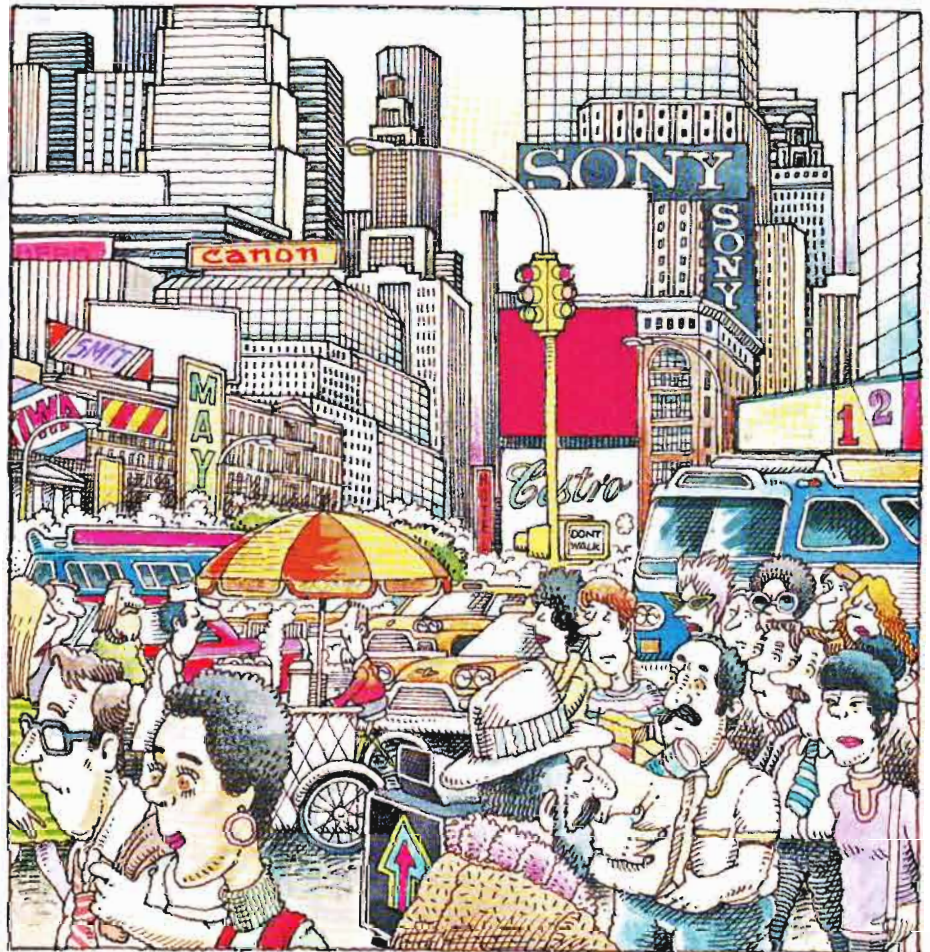
### Exercise

In New York

- There's too much noise.*
- There isn't enough fresh air.*
- There are too many people.*
- There aren't enough apartments.*

In the world

1. . . . pollution.
2. . . . oil.
3. . . . people.
4. . . . doctors.



## Target structures

*There are too many (people).*  
*There's too much (noise).*  
*There isn't enough (fresh air).*  
*There aren't enough (apartments).*

## Vocabulary

country	fresh
noise	high
crowds	
pollution	prefer
air	
rent	enough
dull	still
excitement	
oil	

- Briefly review the previous lesson.
- Focus attention on the pictures. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat the conversation.
- Briefly review the idea of countable and uncountable nouns. Draw on the board:



T: *There was too much noise.*

Invention Exercise:

T: *noise*  
 T: *There was too much noise.*  
 T: *people*  
 T: *There were too many people.*  
 T: *noise*  
 C: *There was too much noise.*



*There were too many people.*

Continue:

*people*  
*traffic*  
*buses*  
*taxis*  
*pollution*  
*cars*  
*dirt*

5. Practice:  
 T: *fresh air*  
 T: *There isn't enough fresh air.*  
 T: *apartments*  
 T: *There aren't enough apartments.*  
 T: *fresh air*  
 C: *There isn't enough fresh air.*

Continue:  
*apartments*  
*parks*  
*space (gesture)*  
*trees*  
*money*  
*flowers*  
*oil*

6. Extension: Ask students to extend the exercise by suggesting other things that there are *too much/many of* and *not enough of* in the world.

7. Practice:  
 T: *It's very expensive. Can young people live there?*  
 T: *No, it's too expensive.*  
 T: *It's very hot. Can you drink it?*  
 T: *No, it's too hot.*  
 T: *It's very expensive. Can young people live there?*  
 C: *No, it's too expensive.*  
 Continue:  
*It's very hot. Can you drink it?*  
*It's very small. Can you wear it?*  
*It's very difficult. Can you understand it?*  
*It's very heavy. Can you lift it?*  
*It's very far. Can you walk there?*  
*It's very dark. Can you see it?*  
*It's very dirty. Can you clean it?*

8. Silent reading of the conversation.

9. Questions and Answers.  
*Did Jeff live in New York? Ask, "When?" Did he like it? Ask, "Why not?"*  
*Does Gina like crowds?*  
*Does she like noise?*  
*Is there enough fresh air in New York?*  
*Ask me: ...enough apartments in New York?*  
*Is it easy to find an apartment or is it difficult to find an apartment?*  
*Does Gina prefer big cities or small towns?*  
*Was she born in the city? Ask, "Where?"*  
*Did he like the small town? Ask, "Why not?"*  
*Do many young people go to New York?*  
*Is New York cheap or expensive?*  
*Does Jeff want excitement? Ask, "What?"*

10. Pair Work on the conversation.

11. Application. Ask questions:  
*Where were you born...the city or the country?*  
*Ask him/Ask her/Ask me.*  
*Which do you prefer, the city or the country?*  
*Ask him/Ask her/Ask me.*  
*What are the bad/good things about a big city/small town?*

12. Go through the exercise orally. Assign it for written work in class or for homework.

## Suggestions for further activities

- Role play. Using the conversation as a guide, students role play someone from a big city and someone from the country. This could be extended into a conversation between someone that works in an office and someone who works outdoors, or an astronaut and a bank teller.
- Class survey. Each student writes a list of five or six complaints about the city in which he/she lives, and numbers them in order of importance, e.g., *There's too much noise. There are too many criminals. There aren't enough jobs. There isn't enough entertainment.* Students compare lists and make a chart of the results.
- Using his/her list, each student writes a letter to an imaginary local newspaper, listing the complaints.

**Target structures**

(He's) been to London.  
 (He hasn't) been to Rome yet.  
 (Has he) been to Berlin yet?  
 (He's) never been to Europe before.  
 Have you ever been to (Paris)?

**Expression**  
at the moment**Vocabulary**

Europe    itinerary    principal

- Briefly review the previous lesson.
- Focus attention on the map. Set up the situation. Have students cover the text. Play the recording or read the text.
- Listen and repeat the text.
- Silent reading of the text.
- Questions and Answers.  
 What's his name?  
 Where's he from?  
 What's he doing?  
 Did the tour start in Berlin? Ask, "Where?"  
 Where is he now?  
 Which day of the tour is it?  
 Has he been to many countries?  
 Has he been to twenty countries, or seven countries?  
 Where has he stayed—in small towns or the principal cities?  
 Has he been to Europe before?  
 What's he seen already?  
 Has he done any interesting things?  
 Has the tour finished yet?

- 6. Practice:**  
 T: London  
 T: He's been to London.  
 T: Paris  
 T: He's been to Paris.  
 T: London  
 C: He's been to London.
- Continue:**  
 Paris  
 Brussels  
 Amsterdam  
 Copenhagen  
 Stockholm  
 Berlin

- 7. Practice:**  
 T: Vienna  
 T: He hasn't been to Vienna yet.  
 T: Budapest  
 T: He hasn't been to Budapest yet.  
 T: Vienna  
 C: He hasn't been to Vienna yet.
- Continue:**  
 Budapest  
 Athens  
 Rome  
 Madrid  
 Lisbon

- 8. Practice:**  
 T: London  
 T: He's been to London.  
 T: Vienna  
 T: He hasn't been to Vienna yet.  
 T: London  
 C: He's been to London.
- Continue:**  
 Vienna  
 Paris  
 Budapest  
 Brussels  
 Athens  
 Amsterdam  
 Rome

- 9. Practice:**  
 T: Has he been to London yet?  
 T: Yes, he has.  
 T: Has he been to Lisbon yet?  
 T: No, he hasn't.  
 T: Has he been to London yet?  
 C: Yes, he has.

Continue:

Has he been to Lisbon yet?  
 Has he been to Stockholm yet?  
 Has he been to Copenhagen yet?  
 Has he been to Madrid yet?  
 Has he been to Rome yet?  
 Has he been to Amsterdam yet?  
 Has he been to Paris yet?

- 10. Practice:**
- |                               |                     |
|-------------------------------|---------------------|
| T: London                     | Continue:<br>Madrid |
| T: Has he been to London yet? | Budapest            |
| T: Madrid                     | Amsterdam           |
| T: Has he been to Madrid yet? | Athens              |
| T: London                     | Copenhagen          |
| C: Has he been to London yet? | Rome                |

- 11. Pair Work.** Students ask each other about Elmer Colt.  
 S1: Has he been to...yet?  
 S2: Yes, he has/No, he hasn't.

- 12. Application.** Ask questions:  
 T: Have you ever been to...?  
 S: Yes, I have/No, I haven't.  
 Ask him/Ask her/Ask me/Ask each other.

- 13. T: In your life...until now...have you ever seen the president?**  
 Repeat! Have you ever seen the president?

- Practice:**
- |                                      |                          |
|--------------------------------------|--------------------------|
| T: the president                     | Continue:<br>an elephant |
| T: Have you ever seen the president? | a Star Trek movie        |
| T: an elephant                       | a Rolls-Royce            |
| T: Have you ever seen an elephant?   | a helicopter             |
| T: the president                     | the White House          |
| C: Have you ever seen the president? | the Taj Mahal            |

- 14. Pair Work.** Have them ask each other:  
 S1: Have you ever seen a.../the...?  
 S2: Yes, I have/No, I haven't.

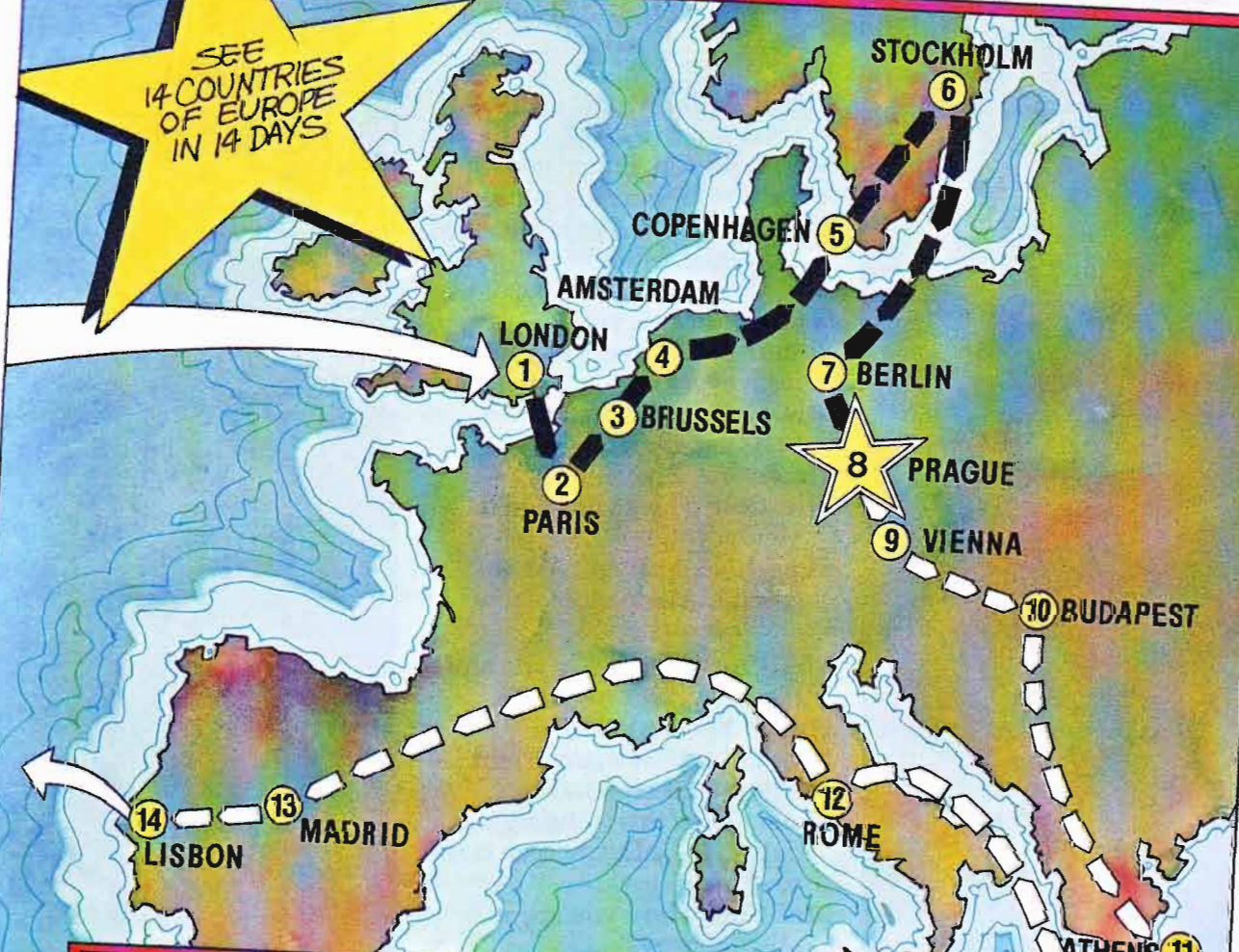
- 15. Practice:**
- |                            |                                      |
|----------------------------|--------------------------------------|
| T: He's been somewhere.    | Continue:<br>They've seen something. |
| T: Where's he been?        | He's seen someone.                   |
| T: They've seen something. | She's done something.                |
| T: What've they seen?      | They've been somewhere.              |
| T: He's seen someone.      | I've done something.                 |
| T: Who's he seen?          | I've been somewhere.                 |
| T: He's been somewhere.    | I've seen someone.                   |
| C: Where's he been?        |                                      |

- 16. Assign the exercises for written work.**

**Suggestions for further activities**

- Bring in a large map of the United States or of your own country, region, or city, and use it to practice *Have you (ever) been to (X)?* This can be done as a class or in pairs.
- Pair Work. Distribute copies of the map used in activity 1. Each student marks places he/she has been to. Their partners then ask questions to find out what they are.
- Use the map to set up an itinerary for an imaginary person or group of people. This should show where they have already been and where they are going to go (i.e., where they haven't been yet). This can be used for additional pair work, e.g., *Has she been to (X) yet?* It could also be used as the basis of a guessing game for the class as a whole.

# 14-DAY TOUR OF EUROPE \$1999



ITINERARY			
Day 1 London	Day 5 Copenhagen	Day 9 Vienna	Day 13 Madrid
Day 2 Paris	Day 6 Stockholm	Day 10 Budapest	Day 14 Lisbon
Day 3 Brussels	Day 7 Berlin	Day 11 Athens	
Day 4 Amsterdam	Day 8 Prague	Day 12 Rome	

Elmer Colt is from Kansas. He's on a 14-day tour of Europe. The tour started in London. At the moment he's in Prague. It's the eighth day of the tour. He's already been to seven countries and stayed in the principal cities.

He's never been to Europe before, and he's already seen a lot of new places. He's done a lot of interesting things, and the tour hasn't finished yet.

**Exercise 1**

Elmer's been to London, but he hasn't been to Vienna yet.  
Write four sentences about Elmer.

**Exercise 2**

I've been to Paris, but I haven't been to London yet.  
Write four sentences about yourself.

**Exercise 3**

Answer these questions with *Yes, I have* or *No, I haven't*.

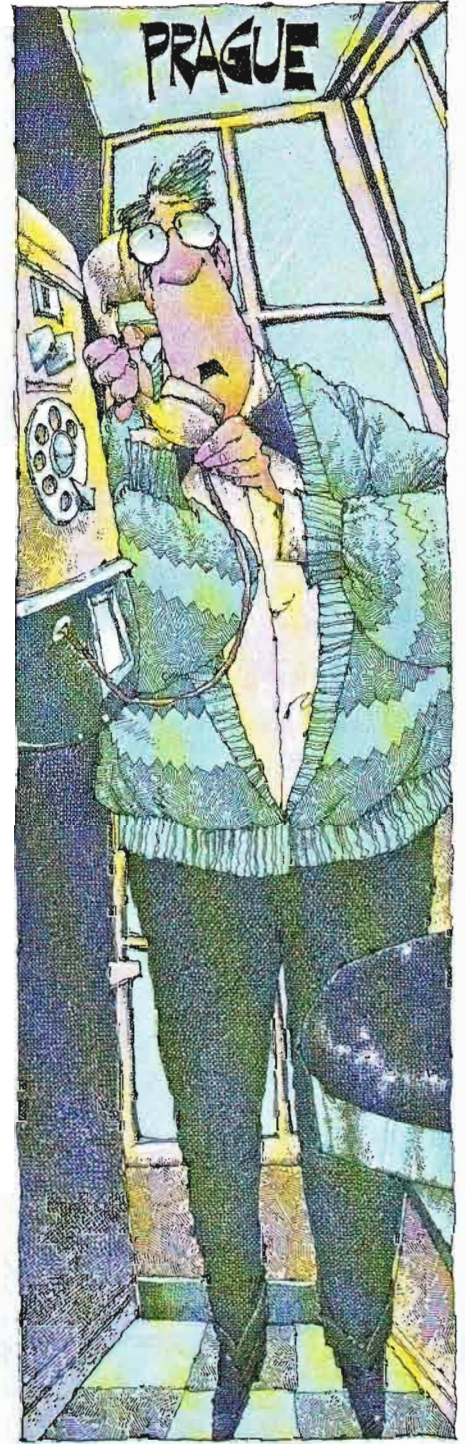
1. Have you been to California?
2. Have you been to New York?
3. Have you been to Europe?
4. Have you been to Australia?
5. Have you been to a rock concert?
6. Have you been to an American movie?



**Elmer:** Hello, Mom? Is that you?  
**Mrs. Colt:** Oh, Elmer, yes. How are you? Where are you now?  
**Elmer:** I'm fine. I've just arrived in Prague, Mom.  
**Mrs. Colt:** You haven't sent us any postcards yet.  
**Elmer:** Yes, I have. I've sent one from every city.  
**Mrs. Colt:** Have you been to Paris yet, Elmer?  
**Elmer:** Yes, I have.  
**Mrs. Colt:** Have you been to Vienna yet?  
**Elmer:** No, I haven't. We're going to Vienna tomorrow.

**Mrs. Colt:** Elmer! Are you still there?  
**Elmer:** Yes, Mom.  
**Mrs. Colt:** How many countries have you seen now?  
**Elmer:** Well, this is the eighth day, so I've already seen eight countries.  
**Mrs. Colt:** Have you spent much money?  
**Elmer:** Well, uh, yes, Mom. I've bought a lot of souvenirs, and I want to buy some more. Can you send me a thousand dollars?  
**Mrs. Colt:** All right, Elmer.

**Mrs. Colt:** Elmer, are you listening to me?  
**Elmer:** Sure, Mom.  
**Mrs. Colt:** Have you taken many pictures, Elmer?  
**Elmer:** Yes, I've taken a lot. I've used three rolls of film!  
**Mrs. Colt:** Have you met any nice girls yet?  
**Elmer:** Oh, yes, Mom. There's a girl from Texas on the tour. We've done everything together.  
**Mrs. Colt:** Elmer! Elmer! Are you still there?



### Exercise 1

postcards

*How many postcards has he sent?  
 He's sent one from every city.*

Write questions and answers with:

1. cities
2. money
3. souvenirs
4. photographs
5. rolls of film

### Exercise 2

Have you ever bought a souvenir?

*Yes, I have.*

*No, I haven't.*

Answer these questions:

Have you ever seen the Golden Gate Bridge?

Have you ever been to Paris?

Have you ever sent a postcard?

Have you ever spent a lot of money on a trip?

Have you ever met a Texan?

Have you ever taken pictures on a trip?

## Target structures

How much | has he done?  
How many

Continuation of irregular verbs in the Present Perfect:  
*sent/spent/bought/taken/met*

## Expression

*Are you still there?*

## Vocabulary

roll of film together  
thousand

**1.** Remind the students of the situation in Unit 65. T: *Elmer's still in Prague. He's calling his mother now.* Focus attention on the pictures. Have students cover the conversation. Play the recording for the first part of the conversation (from *Hello, Mom* to ... *Vienna tomorrow*).

**2.** Listen and repeat the first part of the conversation.

**3.** Silent reading of the first part of the conversation.

**4.** Questions and Answers.

*Where's Elmer?*

*Where's his mother?*

*Where has he just arrived?*

*Has she received any postcards yet?*

*Has he sent any postcards yet? Ask, "How many?"*

*Has he been to Paris yet?*

*Has he been to Vienna yet?*

*Is he going to Vienna today? Ask, "When?"*

**5.** Have students cover the conversation. Play the recording for the second part of the conversation (from *Elmer!* to *All right, Elmer*).

**6.** Listen and repeat the second part of the conversation.

**7.** Silent reading of the second part of the conversation.

**8.** Questions and Answers.

*Is Elmer still there?*

*Is it the seventh or the eighth day?*

*Has he seen any principal cities? Ask, "How many?"*

*Has he spent much money? Ask, "How much?"*

*Has he bought any souvenirs? Ask, "How many?"*

*Does he want to buy anything? Ask, "What?"*

*Does he need any money? Ask, "How much?"*

*Is she going to send him any money?*

**9.** Have students cover the conversation. Play the recording for the third part of the conversation (from *Elmer, are you listening to me?* to the end).

**10.** Listen and repeat the third part of the conversation.

**11.** Silent reading of the third part of the conversation.

**12.** Questions and Answers.

*Is Elmer still there?*

*Is he listening to his mother?*

*Has he taken any pictures? Ask, "How many?"*

*Has he used many rolls of film? Ask, "How many?"*

*Has he met any nice girls yet? Ask, "How many?"*

*Where's she from?*

*Have they done anything together? Ask, "What?"*

**13.** Play the complete recording. Students listen.

**14.** Pair Work on the entire conversation.

**15.** Practice:

T: *postcards*

T: *He's sent a lot of postcards.*

T: *girl*

T: *He's met a nice girl.*

T: *postcards*

C: *He's sent a lot of postcards.*

Continue:

*girl*

*money*

*countries*

*souvenirs*

*pictures*

*rolls of film*

**16.** Application.

T: *Have you sent any letters this month?*

*Ask him/Ask her/Ask me. Ask, "How many?"*

*Have you bought any presents this month?*

*Ask him/Ask her/Ask me. Ask, "What?"*

*Have you taken any pictures this year?*

*Ask him/Ask her/Ask me. Ask, "How many?"*

*Have you spent much money this week?*

*Ask him/Ask her/Ask me. Ask, "How much?"*

*Have you met any nice women/girls/boys/men?*

*Ask him/Ask her/Ask me. Ask, "How many?"*

*Have you ever met any American women/girls/boys/men?*

*Ask him/Ask her.*

**17.** Application.

T: *What have you bought this week?*

*Where have you been in this country?*

*Where haven't you been yet?*

*Where do you want to go?*

*What do you want to see?*

*What do you want to buy?*

*Have you seen an American movie?*

*Ask him/Ask her.*

*Have you listened to American rock music?*

*Ask him/Ask her.*

*Have you danced with (an American) girl/boy?*

*Ask him/ask her.*

*Have you ever played tennis/football/golf?*

*Ask him/Ask her.*

**18.** Assign the exercises for written work in class or for homework.

## Suggestions for further activities

**1.** Scrambled words. Write on the board these scrambled spellings of past participles: *etm* (met), *nese* (seen), *noed* (done), *enbe* (been), *oegn* (gone), *sntpe* (spent), *kntae* (taken), *hutgob* (bought). Students work in pairs to unscramble them.

**2.** Pair Work. Each student makes a list of ten things that he/she has bought in the last week, together with the prices. They then work in pairs asking questions, e.g., *Have you bought any books this week? How many books have you bought? How much did they cost? How much have you spent on books?* Students then pool the results of the questions and find out which category the class has spent the most money on, e.g., food, entertainment, travel, clothes, makeup, books, magazines, CDs, cassettes, etc.

**3.** Class survey. Students work in groups to develop a questionnaire. Each group must include one question with each of the following verbs: *been/seen/met/spent/sent/bought*. The members of each group then go around the class, asking students from the other groups their questions. Groups then pool the results of their survey and report back to the class.

**Target structures**

*Have you ever (done) it?*

*When did you (do) it?*

Present Perfect contrasted with the Past Simple Tense.  
Continuation of regular and irregular verbs in the Present Perfect:

*drunk, eaten, had, broken, driven, found, hit, lost*

**Vocabulary**

<i>night school</i>	<i>steak tartare</i>	<i>(the) flu</i>	<i>finger</i>
<i>overseas</i>	<i>sushi</i>	<i>toe</i>	<i>wrist</i>
<i>cousin</i>	<i>snail</i>	<i>ankle</i>	<i>shoulder</i>
<i>neighbor</i>	<i>alligator tail</i>	<i>knee</i>	
<i>(a) fire</i>	<i>buffalo</i>		

1. Briefly review the previous lesson.

2. Ask some questions to elicit negative responses. Select the students to answer who are most likely to say *No* for the particular example.

*Have you ever studied (Japanese)?*

*Have you ever visited Alaska?*

*Have you ever kissed a movie star?*

*Have you ever played baseball?*

*Have you ever spent a million dollars?*

*Have you ever driven a Rolls-Royce?*

*Have you ever been to Sweden?*

3. Now ask some questions to elicit affirmative responses:

T: *Have you ever studied physics?*

S: *Yes, I have.*

T: *Ah! Where did you study physics?*

(S: *I studied physics at school.*)

T: *When did you study physics?*

(S: *I studied physics ten years ago.*)

T: *Did you like it?*

(S: *Yes, I did/No, I didn't.*)

T: *Why?*

During this lesson the *Ah!* can be used to indicate the change of tense from Present Perfect to Past Simple.

T: *Have you ever driven a car?* S: *Yes, I have.*

T: (*Ah! When did you drive a car for the first time?*)

*Have you ever found any money?* S: *Yes, I have.*

(*Ah! Where did you find it? When? How much?*)

*Have you ever hit anybody?* S: *Yes, I have.*

(*Ah! Who did you hit? Why? Where?*)

*Have you ever lost an expensive thing?* S: *Yes, I have.*

(*Ah! Where did you lose it? When?*)

*Have you ever borrowed money?* S: *Yes, I have.*

(*Ah! Who did you borrow it from? How much? etc.*)

4. Invention Exercise. Get students to ask you questions.

Give cues:

T: *study/physics*

C: *Have you ever studied physics?*

T: *Ask me, "When?"*

Continue:

*play/tennis*

*live/Texas*

*find/money*

*drive/Rolls-Royce*

*hit/anybody*

*lose/expensive thing*

Always answer *Yes, I have* and, if necessary, invent an answer for *When?*

5. Conversation A-B. Focus attention on the picture. Have students cover the conversation. Play the recording or act out the conversation.

6. Listen and repeat Conversation A-B.

7. Silent reading of Conversation A-B.

8. The teacher takes the part of A. Students take the part of B. Go through the conversation. Then reverse roles and go through the conversation again.

9. Pair Work on Conversation A-B. Explain that they can substitute other items for *in high school* and *Spanish*.

10. Follow steps 5–9 for the remaining conversations. Go over the new vocabulary items. In G-H, you may need to tell students that *steak tartare* is uncooked beef.

11. Listen and repeat. Explain *regular verb*. Give these examples of regular verbs.

<i>wash</i>	<i>washed</i>	<i>washed</i>
<i>clean</i>	<i>cleaned</i>	<i>cleaned</i>
<i>visit</i>	<i>visited</i>	<i>visited</i>

Explain *irregular verb*. Point out that there is an Irregular Verb list at the back of the Student Book.

<i>find</i>	<i>found</i>	<i>found</i>
<i>have</i>	<i>had</i>	<i>had</i>
<i>lose</i>	<i>lost</i>	<i>lost</i>
<i>meet</i>	<i>met</i>	<i>met</i>
<i>send</i>	<i>sent</i>	<i>sent</i>
<i>spend</i>	<i>spent</i>	<i>spent</i>
<i>be</i>	<i>was</i>	<i>been</i>
<i>do</i>	<i>did</i>	<i>done</i>
<i>see</i>	<i>saw</i>	<i>seen</i>
<i>go</i>	<i>went</i>	<i>gone</i>
<i>drink</i>	<i>drank</i>	<i>drunk</i>
<i>break</i>	<i>broke</i>	<i>broken</i>
<i>take</i>	<i>took</i>	<i>taken</i>
<i>drive</i>	<i>drove</i>	<i>driven</i>
<i>eat</i>	<i>ate</i>	<i>eaten</i>
<i>hit</i>	<i>hit</i>	<i>hit</i>

12. Oral Test. The teacher gives the infinitives from the first column of the list (step 11). Individual students supply the Past Simple (column 2) and Past Participle (column 3):

T: *drink* S: *drank...drunk*

Explain that students should make a mental note of irregular verbs as they come across them. Explain that it is up to the student to learn them. The teacher cannot do it for them.

**Suggestions for further activities**

1. Scrambled words. Write on the board these scrambled spellings of past participles: *ith* (hit), *emt* (met), *adh* (had), *solt* (lost), *nurkd* (drunk), *neeat* (eaten), *onrbek* (broken), *rneivd* (driven), *ofndu* (found). Students work in pairs to unscramble them.

2. Divide the class into groups of three. Each student writes a list of ten questions with *Have you ever...?*

S1: *Have you ever seen an elephant?*

S2: *Yes, I have.*

S1 (to S3): *Has she ever seen an elephant?*

S3: *Yes, she has.*

S1: *Ask her where.*

S3 (to S2): *Where did you see an elephant?*

S2: *I saw an elephant at the zoo in (X).*

3. Matching. Write two lists on the board:

List 1: *break/drink/play/meet/send/lose/drive/eat/see*

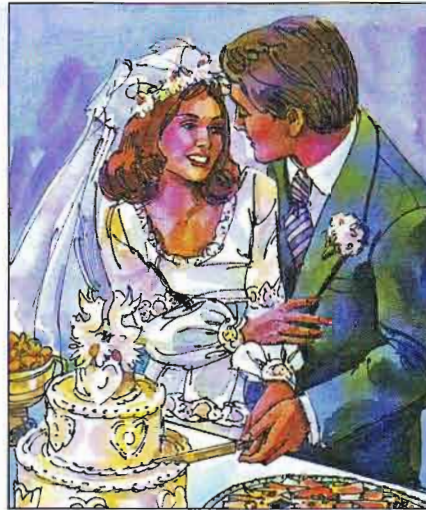
List 2: *Taj Mahal/spaghetti/telex/the president/Ferrari/coffee/bone/money/tennis*

The students work in pairs and match items in the lists, forming a present perfect question for each match, e.g., *Have you ever broken a bone?*



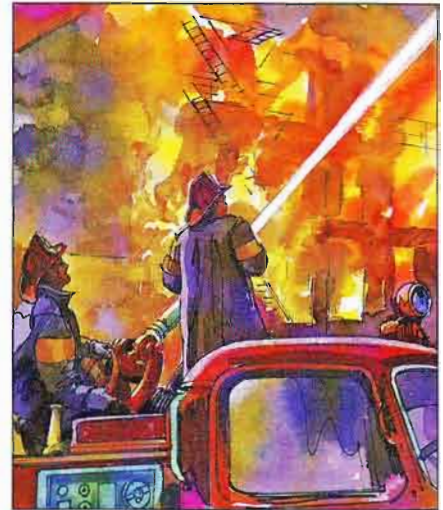
A: Have you ever studied a language before?  
 B: Yes, I have.  
 A: Oh, which one did you study?  
 B: I studied Spanish in high school.

- in high school
- in college
- in night school
- at home
- overseas



C: Have you ever been to a big wedding?  
 D: Yes, I have.  
 C: Whose wedding was it?  
 D: It was my brother's.

- brother's
- sister's
- cousin's
- friend's
- neighbor's



E: Have you ever seen a fire?  
 F: Uh, yes, I have.  
 E: When did you see it?  
 F: I saw a bad fire in Detroit in 1992.

- in 1992
- in 1989
- in 1993
- in 1990
- in 1987



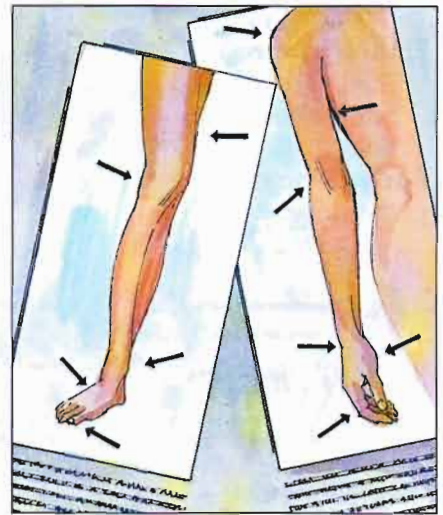
G: Have you ever eaten sushi?  
 H: Yes, I have.  
 G: Where did you eat it?  
 H: Maria and I ate sushi in Hawaii last year.

- sushi/Hawaii
- snails/Paris
- steak tartare/The Grand Hotel
- alligator tail/Florida
- buffalo steak/San Francisco



I: Have you ever had the flu?  
 J: Yes, I have.  
 I: When did you have it?  
 J: I had it last winter.

- last winter
- last spring
- last summer
- last fall
- last year



K: Have you ever broken a bone?  
 L: Yes, I have.  
 K: What did you break?  
 L: I broke my leg.

- leg/toe/foot/ankle/knee
- finger/hand/wrist/arm/elbow/shoulder



Dr. Finkel is an inventor. He has just designed a new machine. The machine can change people. His assistant, Boris, is going to try the machine for the first time.

**Boris:** Is it safe, doctor?

**Finkel:** Oh, yes. Yes, of course it is, Boris.

**Boris:** I'm afraid, doctor.

**Finkel:** Nonsense! This machine is going to change you! You're going to be a better person, Boris. Stronger! Uh, thinner! Healthier! Happier!

**Boris:** I'm happy now, doctor.

**Finkel:** Well, you're going to be happier. And more intelligent.

**Boris:** I'm intelligent now, doctor.

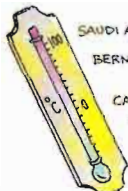


**Finkel:** Uh, yes. Well, you're less intelligent than I am, Boris. Just get into the machine...

**Boris:** But doctor... ooh! Uh! ... Wah! Wah!

**Finkel:** Hmm. Yes. And younger, too. Sorry about that, Boris.

**Boris:** Mommy! I want my mommy....



	SAUDI ARABIA 40°C		MOUNT EVEREST 8,848 meters
	BERMUDA 35°C		MOUNT MCKINLEY 6,193m
	CANADA -20°C (JANUARY)		LOUISIANA 1,340 millimeters RAIN PER YEAR
	GREENLAND -32°C (JANUARY)		PUERTO RICO 1,564 mm RAIN PER YEAR

**Exercise 1**

Canada's cold but Greenland's colder. Make sentences with these words: hot/wet/high

CEDARWOOD JUNIOR HIGH		CEDARWOOD JUNIOR HIGH	
MIKE RIVERA		PATSY WILSON	
ENGLISH	85	ENGLISH	90
MATH	70	MATH	85
HISTORY	80	HISTORY	75
GEOGRAPHY	90	GEOGRAPHY	80
FRENCH	75	FRENCH	85
SCIENCE	80	SCIENCE	70

**Exercise 3**

Patsy's better than Mike in math. Mike's worse than Patsy in math. Make sentences with these words: English/History/Geography/French/Science

**Exercise 2**

Nathan's older than Kevin. Kevin's younger than Nathan. Make sentences with these words:

1. tall/short
2. small/big
3. light/heavy



**Exercise 4**

A car's more expensive than a motorcycle. A motorcycle's less comfortable than a car. Make sentences with these words: dangerous/economical/convenient

## Target structures

Comparatives:

<i>cold...colder</i>	<i>expensive...(more expensive).</i>
<i>hot...hotter</i>	<i>(less expensive).</i>
<i>wet...wetter</i>	<i>(Nathan)'s (older) than (Kevin).</i>
<i>good...better</i>	<i>(A car)'s (more expensive) than a (motorcycle).</i>
<i>bad...worse</i>	

## Expression

Nonsense!

## Vocabulary

<i>inventor</i>	<i>math</i>	<i>safe</i>	<i>wet</i>
<i>machine</i>	<i>geography</i>	<i>healthier</i>	<i>economical</i>
<i>assistant</i>	<i>science</i>	<i>intelligent</i>	<i>convenient</i>
<i>person</i>	<i>Centigrade</i>	<i>deep</i>	<i>design (v)</i>
	<i>motorcycle</i>	<i>wide</i>	<i>per year</i>

1. Briefly review the previous lesson.

2. For this lesson, it would be useful to take in realia (i.e., some pairs of objects) that will generate comparisons, like *bigger/smaller, longer/shorter, heavier/lighter*, etc.

Set up the lesson by asking:

T: *Have you been to Chicago? Chicago's big, isn't it? ...and New York's big, too, isn't it?*

Listen. *Chicago is big, but New York's bigger....Repeat!*

3. Practice:

T: *Chicago's big, but New York's bigger.*

T: *What about Dallas?*

T: *Dallas is big, but New York's bigger.*

T: *What about Chicago?*

C: *Chicago's big, but New York's bigger.*

Continue:

*What about Dallas?*

*What about Chicago?*

*What about Boston?*

*What about Miami?*

*What about Detroit?*

4. Focus attention on the picture of the laboratory. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.

5. Listen and repeat the conversation.

6. Practice:

T: *happy*

C: *You're going to be happier.*

T: *thin*

C: *You're going to be thinner.*

Continue:

*healthy*

*young*

*strong*

7. Practice:

T: *intelligent*

T: *You're less intelligent than I am.*

T: *more*

T: *You're more intelligent than I am.*

T: *You're less intelligent than I am. Repeat!*

C: *You're less intelligent than I am.*

Continue:

*more*

*creative*

*less*

*intelligent*

8. Silent reading of the conversation, followed by Pair Work on the conversation.

9. Focus attention on Exercise 1. T: *Listen and repeat. Canada's cold, but Greenland's colder.*

Look at the second picture. T: *Complete the sentence: Bermuda's hot, but...*

C: *Saudi Arabia's hotter.*

Repeat the procedure with the other pictures.

10. Practice (use gestures to demonstrate):

T: *Mississippi/Amazon/long*

C: *The Mississippi's long, but the Amazon's longer.*

T: *Delaware/Rhode Island/small*

C: *Delaware's small, but Rhode Island's smaller.*

Continue:

*Atlantic Ocean/Pacific Ocean/wide*

*Atlantic Ocean/Pacific Ocean/deep*

*Empire State Building/World Trade Center/tall*

11. Now, introduce the realia. Choose two (pens) of different colors and dimensions. T: *Listen and repeat.*

*The (red) pen is longer than the (blue) one.*

Also use *shorter, thicker/thinner, newer/older, cheaper/more expensive, bigger/smaller.*

12. T: *Now tell me about these two (pens).*

C: *The (blue) one's shorter/longer, etc., than the (red) one.*

Do this extensively with individual students. In the absence of sufficient realia, board drawings can be substituted.

13. Focus attention on the picture of Nathan and Kevin.

T: *Nathan's ten, Kevin's nine. Nathan's older than Kevin. Repeat! Kevin's younger than Nathan. Repeat!*

Give one-word cues to elicit more sentences from individuals: *tall/short, light/heavy, small /big.*

14. Pair Work. Role play this mini-conversation:

A: *Is Nathan older than Kevin?*

A: *Is Kevin bigger than Nathan?*

B: *Yes, he is.*

B: *No, he isn't.*

15. Write on the board and have students copy:

*long-longer*

*big-bigger*

*dry-drier*

*short-shorter*

*wet-wetter*

*heavy-heavier*

*old-older*

*thin-thinner*

*large-larger*

16. Assign Exercises 1 and 2 in class or for homework.

17. Focus attention on the report cards. T: *In math, Mike got a C, and Patsy got an A. Listen and repeat: Patsy's better than Mike in math. Mike's worse than Patsy in math.*

Follow the same procedure with the other subjects.

18. Completion exercise:

T: *In history...*

S: *Mike's better than Patsy.*

Continue:

*In geography...*

*In French... etc.*

19. Completion exercise.

T: *In English, Patsy's worse than Mike.*

T: *In Math...*

S: *Mike's worse than Patsy.*

Continue:

*In history...*

*In geography...*

*In French..., etc.*

20. Write on board: *good...better bad...worse*

21. Focus attention on the car and the motorcycle.

T: *A motorcycle's expensive, but a car's more expensive.*

*Listen and repeat:*

*A car's more expensive than a motorcycle.*

*A motorcycle's less expensive than a car.*

Give cues to elicit more sentences: *more comfortable/less convenient, etc.*

22. Write on the board and have students copy:

*expensive | more expensive  
less expensive*

23. Assign Exercises 3 and 4 in class or for homework.

See **Suggestions for further activities** on page 97.

**Target structures***I have/had to (do) it.**Does/Did he have to (do) it?**I don't have/didn't have to (do) it.**Yes, he does.**Yes, he did.***Vocabulary**

<i>grandfather</i>	<i>catch (a bus)</i>	<i>feel sorry for</i>	<i>during</i>
<i>coal mine</i>	<i>join</i>	<i>retire</i>	<i>sympathetic</i>
<i>World War II</i>	<i>obey</i>		<i>nowadays</i>
<i>dust</i>	<i>earn</i>		
<i>pension</i>			

**1.** Briefly review the previous lesson.**2.** Text 1. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or act out the text.**3.** Listen and repeat: Check the pronunciation of *have*. Compare: *I have a bath every day.* (hæv)  
*I have to get up early.* (hæf)**4.** Silent reading of Text 1.**5.** Questions and Answers.*Is Jerry talking to his grandmother? Ask, "Who?"  
Ask, "What...about?"**Does he have to get up at six o'clock?**Does he have to catch the train?**Does he have to catch the bus?**Does he have to make the coffee?**Does he have to work hard?**Does he have to work on Saturday?***6.** Text 2. Focus attention on the picture. Have students cover the text. Play the recording or act out the text.**7.** Listen and repeat Text 2.**8.** Silent reading of Text 2.**9.** Questions and Answers.*Did he have to start work at 15, or did he have to start work at 14?**Did he live in Virginia, or did he live in West Virginia?**Was there a lot of work, or was there only a little work?**Did he have to work in a factory, or did he have to work in a coal mine?**Did he have to work on Sundays?***10.** Text 3. Focus attention on the picture. Have students cover the text. Play the recording or act out the text.**11.** Listen and repeat Text 3.**12.** Silent reading of Text 3.**13.** Questions and Answers.*When did World War II start?**How old was he then?**What did he have to wear?**How many of his friends died?**Who did he have to obey?**Where did he have to go?***14.** Text 4. Focus attention on the picture. Have students cover the text. Play the recording or act out the text.**15.** Listen and repeat Text 4.**16.** Silent reading of Text 4.**17.** Questions and Answers.*Did he have to go to the hospital?**When did he have to go to the hospital?**Why did he have to go to the hospital?**Did he have to work in the hospital? Did he have to earn money?***18.** Text 5. Focus attention on the picture. Have students cover the text. Play the recording or act out the text.**19.** Listen and repeat Text 5.**20.** Silent reading of Text 5.**21.** Questions and Answers.*Did he retire at 60? Ask, "When?"**What doesn't he do nowadays? (Cues: work, early)**Does he earn money now? What does he live on?**Is life easy for him now, or is it difficult?**Does he feel sorry for Jerry?***22.** Practice:

T: I

C: *I have to work.*Continue: *He/You/She/We/They***23.** Practice:

T: I

C: *I don't have to wear a uniform.*Continue: *He/We/You/She/They***24.** Practice:T: *you*T: *Do you have to learn English?*T: *she*T: *Does she have to learn English?*T: *you*C: *Do you have to learn English?*

Continue:

*she**they**he**we***25.** Application:T: *I have to be at school (at nine o'clock). I have to get up early.**Tell me some things you have to do every day.**I don't have to wear a tie/a skirt.**Tell me some things you don't have to do.***26.** Practice:T: *I didn't have to start work at 14.*T: *He had to start work at 14.*T: *I didn't have to be a coal miner.*T: *He had to be a coal miner.*T: *I didn't have to start work at 14.*C: *He had to start work at 14.*

Continue:

*I didn't have to be a coal miner.**I didn't have to join the army.**I didn't have to wear a uniform.**I didn't have to go to Europe.**I didn't have to obey orders.***27.** Application:T: *I had to learn Latin at school. I had to wear a uniform at school. I didn't have to leave at 14.**Tell me some things you had to do at school.**Tell me some things you didn't have to do at school.***28.** Pair Work. Role play this mini-conversation:A: *Did you have to learn Latin at school?* B: *Yes, I did.*A: *Did you have to wear a uniform?* B: *No, I didn't.***29.** Write on the board and have students copy:*He had to join the army. I didn't have to join the army.**Did you have to join the army? Yes, I did/No, I didn't.*See **Suggestions for further activities** on page 97.

Jerry Floyd is talking to his grandfather about his new job:

"It's terrible, Grandpa. I have to get up at seven o'clock because I have to catch the bus to work. Because I'm new, I have to make the coffee at work. I have to work hard during the week. I'm only happy on weekends. I don't have to work then."

His grandfather isn't very sympathetic:

"I had to start work when I was fourteen. I lived in West Virginia, and there wasn't much work. I had to work in the coal mines. We had to work twelve hours a day. We didn't have to work on Sundays, but we had to work the other six days of the week."

"When I was eighteen, World War II started. I joined the army. I had to wear a uniform, and I had to go to Europe. We had to obey the officers. A lot of my friends died."

"When I was sixty, I had to go into the hospital because of the dust from the mines. It was the only quiet time in my life. I didn't have to work, and I didn't have to earn money."

"I retired when I was sixty-five. Nowadays I don't work, and I don't have to get up early. But I have to live on my pension, and life is still difficult. So, Jerry, I don't feel sorry for you."

**Questions**

- Does Jerry have to get up at six o'clock?
- Does he have to get up at seven o'clock?
- Does he have to catch the train?
- Does he have to catch the bus?
- Does he have to make the tea?
- Does he have to make the coffee?
- Does he have to work hard during the week?
- Does he have to work hard on weekends?



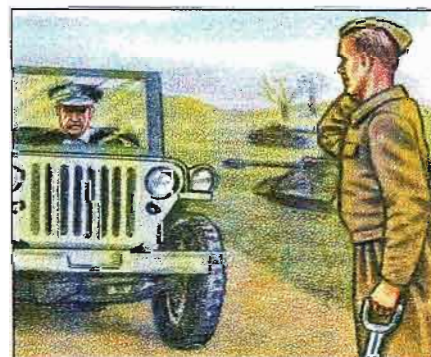
**Questions**

- Did he have to start work when he was 15, or did he have to start work when he was 14?
- Did he live in Pennsylvania, or did he live in West Virginia?
- Did he have to work in a factory or in a coal mine?
- Did he have to work 8 hours a day, or did he have to work 12 hours a day?
- Did he have to work on Sundays?
- Did he have to work five days a week, or did he have to work six days a week?



**Questions**

- When did World War II start?
- What did he join?
- What did he have to wear?
- Where did he have to go?
- Who did he have to obey?
- How many of his friends died?



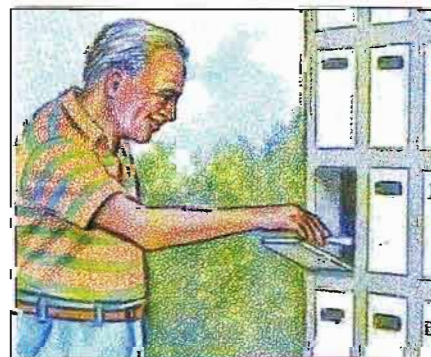
**Questions**

- Did he have to go to the hospital?
- When did he have to go to the hospital?
- Why did he have to go to the hospital?
- Did he have to work in the hospital?
- Did he have to earn money?



**Questions**

- Did he retire at 60?
- Ask, "When?"
- What doesn't he have to do now?
- Does he earn money now?
- What does he live on?
- Is life easy for him now, or is it difficult?
- Does he feel sorry for his grandson?





**Candice:** OK. It's my turn. Three. One, two, three. I'm on blue.

**Jeremy:** Blue. That's Geography. What's the biggest country in the world?

**Candice:** Uh, Canada.

**Jeremy:** No. Russia's bigger than Canada. It's the biggest country in the world.

**Candice:** That's not right! In my geography book, the U.S.S.R. was the biggest, but Russia is smaller than the U.S.S.R.

**Jeremy:** It doesn't matter, Candice. Russia is smaller than the U.S.S.R., but it's still bigger than Canada. Your turn, Megan.

**Megan:** OK. Six! What's that?

**Jeremy:** Nature. What is the most intelligent animal in the world?

**Megan:** That's easy. Humans are the most intelligent.

**Jeremy:** No.

**Megan:** What do you mean, "no"?

**Jeremy:** The answer on the card is whales. Whales have the biggest brains.

**Megan:** But that's not the same thing!

**Jeremy:** That's the answer on the card. OK, it's my turn.

### Exercise 1

Make conversations with these cards:

#### GEOGRAPHY

**Q.** Which is the highest mountain in the world?

#### GEOGRAPHY

**A.** Mount Everest (8,848 meters or 29,028 feet).

#### NATURE

**Q.** Which is the largest animal in the world?

#### NATURE

**A.** The Blue Whale. (Up to 33 meters long. Weight 190 tons).

#### TRANSPORTATION

**Q.** What is the world's most expensive car?

#### TRANSPORTATION

**A.** The American President's 1969 Lincoln Continental Executive. (It cost \$500,000 at 1969 prices!)



TRICIA

ALICE

AMBER

### High School Grades

	Alan	Robert	Tony
English	A	B+	B
Math	C	D	A
History	B	A	C
Spanish	A-	A	A+
Music	A	C-	B

PONTIAC  
GRAND AM  
\$16,000CADILLAC  
\$39,000MAZDA  
\$20,000

### Exercise 2

Tricia's the tallest.

Amber's the oldest.

Make sentences with these words:

1. light/heavy
2. old/young
3. small/big

### Exercise 3

Alan's the best in English.

Robert's the worst in math.

Make sentences about:

English/Math/History/Spanish/Music

### Exercise 4

The Cadillac's the most expensive.

The Grand Am's the least expensive.

Make sentences with these words:

modern/beautiful/comfortable

## Target structures

Comparative and superlative:

high...higher...highest

large...larger...largest

good...better...best

bad...worse...worst

expensive | more expensive ... most expensive  
less expensive ... least expensive

Which is the (biggest/most expensive) (car)?

(Tricia)'s the (tallest).

(It)'s the | most expensive.  
least expensive.

## Expressions

It's (my) turn. That's not the same thing!

## Vocabulary

trivia	U.S.S.R.	animal	brain
turn	nature	human	
world		whale	modern

**1.** For this unit, it would be useful to take in realia, as in Unit 68. You will need three of each object. Review Unit 68, using objects and students, e.g., *Juan's taller than Maria. Her notebook's bigger than his*, etc.

*In the U.S.A., some things are cheaper than in your country.*

*Some things are more expensive. Tell me about them.*

Use these words:

*food/coffee/restaurants/clothes/cars/shoes/movies/buses/taxis*

**2.** Focus attention on the picture of the people playing the game. Set up the situation. Have students cover the text. Play the recording or act out the conversation.

**3.** Listen and repeat the conversation.

**4.** Practice:

T: *big country*

C: *What's the biggest country in the world?*

T: *high mountain*

C: *Which is the highest mountain in the world?*

Continue: *high mountain/hot country/cold country/long river/small animal*

**5.** Practice:

T: *intelligent animal*

C: *Which is the most intelligent animal in the world?*

T: *economical car*

C: *Which is the most economical car in the world?*

Continue: *economical car/expensive watch/interesting movie/beautiful country/modern building*

**6.** Silent reading of the conversation.

**7.** Pair Work on the conversation.

**8.** Pair Work. Exercise 1. Students read the questions and answers on the three cards, e.g., S1: *Which is the highest mountain in the world?* S2: *Mount Everest.*

Encourage them to ask follow-up questions, e.g.,

S1: *How high is it?* S2: *8,848 meters.*

**9.** Exercise 2. Refer students to the picture of the three girls. Have students cover the text.

T: *Listen and repeat: Amber's taller than Alice. Tricia's taller than Amber. Tricia's the tallest.*

Follow the same procedure with:

*short/light/heavy/old/young/small/big*

**10.** Pair Work. Role play this mini-conversation:

A: *Who's the tallest?* B: *Tricia's the tallest.*

Students do it in pairs.

**11.** Write on the board and have students copy:

*heavy – heavier – the heaviest*

**12.** Assign the written exercise in class or for homework.

**13.** Exercise 3. Focus attention on the grade report.

T: *Alan's the best in English. Who's the best in English?*

C: *Alan's the best in English.*

Continue with the rest of the subjects. Repeat with *the worst*.

**14.** Pair Work. Role play this mini-conversation:

A: *Who's the best in English?* B: *Alan's the best in English.*

Students do it in pairs.

**15.** Write on the board and have students copy:

*good – better – the best*

*bad – worse – the worst*

**16.** Assign the written exercise in class or for homework.

**17.** Exercise 4. Focus attention on the three cars.

T: *Listen and repeat:*

*The Cadillac's the most expensive.*

*The Pontiac's the least expensive.*

**18.** Pair Work. Role play this mini-conversation:

A: *Which is the most expensive?*

B: *The Cadillac's the most expensive.*

A: *Which is the least expensive?*

B: *The Pontiac's the least expensive.*

Students make conversations in pairs, using: *modern, beautiful, comfortable.*

**19.** Write on the board and have students copy:

expensive | more expensive...the most expensive.

less expensive...the least expensive.

**20.** Assign the written exercise in class or for homework.

**21.** Invention Exercise:

T: *Russia.*

C: *Russia is the largest country.*

T: *Everest*

C: *Everest is the highest mountain.*

Continue: *The Amazon/The Pacific/A whale/February*

**22.** Invention Exercise:

T: *Which is the best car in the world?*

T: *I think a Mercedes is the best.*

T: *Which is the best car in the world?*

S: *I think ... is the best.*

Continue:

*nicest city in (the U.S.A.)*

*nicest state in (the U.S.A.)*

*best rock group in the world*

*best program on TV*

*best camera in the world*

**23.** Application. Ask individual students:

T: *Who's the most beautiful woman in the world? Who's the most handsome man in the world? Who's the best singer? Who's the best actor? What is the fastest car? What is the most difficult language? What is the most dangerous job? Who's the most famous writer?*

*Ask him/Ask her/Ask me.*

**24.** Pair Work. Students ask and answer questions as in step 23.

See **Suggestions for further activities** on page 97.

**Target structures**

Review and continuation of comparative and superlative adjectives.

**Expressions**

*It's this way.*

*Do we have to?*

*Think about it...*

*Come over here.*

**Vocabulary**

tower

elevator

heights

view

deck

story

public observation gallery

ground

structure

*be afraid of*

*below*

*dizzy*

*indoors*

*outdoors*

**1.** Briefly review the previous unit.

**2.** Conversation, parts 1 and 2 (to *But it's below us.*). Focus attention on the picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.

**3.** Listen and repeat the conversation.

**4.** Practice.

T: *Come here!*

T: *You can see better from here.*

T: *Go over there!*

T: *You can see better from over there.*

T: *Come here!*

T: *You can see better from here.*

Continue:

*Go to the top.*

*Come to this side.*

*Come to the window.*

*Come up here.*

**5.** Silent reading of the conversation.

**6.** Pair Work on the conversation.

**7.** Conversation, part 3. Follow the same procedure as for the first three parts, but include steps 9 and 10.

**8.** Practice:

T: *this level/high*

T: *This level's higher than that one.*

T: *this TV/expensive*

T: *This TV's more expensive than that one.*

T: *this level/high*

C: *This level's higher than that one.*

Continue:

*TV/expensive*

*house/cheap*

*mountain/high*

*car/economical*

*book/good*

*TV program/bad*

**9.** Practice:

T: *public observation gallery*

T: *It's the highest public observation gallery in the world.*

T: *restaurant*

T: *It's the best restaurant in the world.*

T: *public observation gallery*

C: *It's the highest public observation gallery in the world.*

Continue:

*restaurant*

*mountain*

*lake*

*country*

**10.** Conversation parts 4 and 5. Follow the same procedure as for the first two parts, but include steps 11 and 12.

**11.** Practice:

T: *dizzy*

T: *I feel dizzy.*

T: *better*

T: *I feel better.*

T: *dizzy*

C: *I feel dizzy.*

Continue:

*better*

*worse*

*tired*

*hot*

*cold*

**12.** Practice:

T: *the CN Tower*

T: *The CN Tower's the tallest building in the world.*

T: *Concorde*

T: *The Concorde's the fastest plane in the world.*

T: *the CN Tower*

C: *The CN Tower's the tallest building in the world.*

Continue:

*Concorde*

*Rolls-Royce*

*Amazon*

*Mount*

*Everest*

*Canada*

*the Pacific*

**13.** Facts. Silent reading. Explain difficult vocabulary.

**14.** Questions and Answers.

*How high is the CN Tower?*

*How far above the ground is the Sky Pod?*

*How many observation decks are there? How many stories are there between the Sky Pod and the Space Deck?*

*How high is the Space Deck?*

*What can you watch from it?*

**15.** Go through the exercise orally. Assign it in class or for homework.

**Suggestions for further activities**

**1.** Select two students to make comparative sentences about each other, e.g., T: *Maria...Pablo.* Maria: *I'm shorter than Pablo.* Pablo: *I'm older than Maria.* Continue by selecting other students. (Take care not to offend students with personal remarks!)

**2.** Distribute copies of a comparative chart of three items. Either write your own or find something in a consumer magazine. Most car magazines have suitable charts that can be adapted to your needs. Students make comparisons and use them as the basis of a role play between a salesperson and a customer.

Jodie and Adam are on vacation in Toronto. They're visiting the CN Tower.

**Jodie:** Did you get the tickets?

**Adam:** Yes. They're here.

Where's the line for the elevators?

**Jodie:** It's this way. Are you OK, Adam?

**Adam:** Uh...yes. It's just...well...I don't like heights, that's all.

**Adam:** Uh, I feel dizzy.

**Jodie:** The view's better over here, Adam. You can see farther.

**Adam:** Don't go too near the window.

**Jodie:** Come on! You can see the city better from here.

**Adam:** What's that down there?

**Jodie:** It's an airplane. It's landing at the airport.

**Adam:** But it's below us.

### Facts

The CN Tower is the tallest free-standing structure in the world. It is 1,815 feet tall (553.33 meters). The Sky Pod is 1,140 feet (347.5 meters) above the ground. It has two observation decks; one is indoors, the other is outdoors. It is seven stories high.

From the Sky Pod, you can travel 33 stories higher to the Space Deck. This is 1,465 feet (447 meters) high and it is the highest observation gallery in the world.

You can watch planes at the Toronto Island airport—right below you.

**Jodie:** Can we go up to the space deck? That's the highest level. It's 33 stories higher than this one.

**Adam:** What? Do we have to?

**Jodie:** It's the highest public observation gallery in the world. We have to see it.

**Adam:** Uh...all right.

**Jodie:** This is fantastic! It's the most exciting place I've ever been to! Think about it, Adam...we're on the tallest building in the world!

**Adam:** I *am* thinking about it.

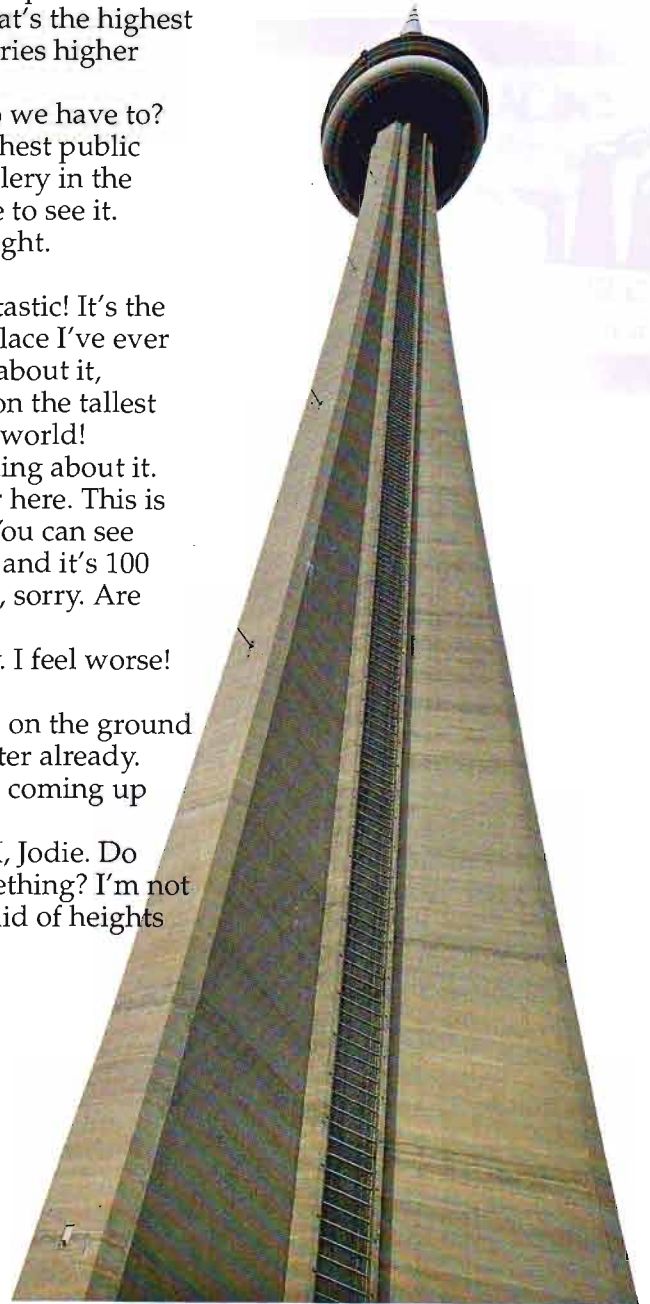
**Jodie:** Come over here. This is the best view. You can see Niagara Falls...and it's 100 miles away. Oh, sorry. Are you OK?

**Adam:** Not really. I feel worse!

**Adam:** Ah! We're on the ground again. I feel better already.

**Jodie:** Thanks for coming up with me.

**Adam:** That's OK, Jodie. Do you know something? I'm not going to be afraid of heights again!



### Exercise



- CN Tower/tall
- CN Tower/Eiffel Tower, Paris
- CN Tower/the world



- Concorde airplane/fast
- It/a Boeing 747
- It/the world



- Mount Everest/high
- It/Mount McKinley
- It/the world



- Rolls-Royce car/comfortable
- It/Corvette
- It/the world



- The view/good
- It/from the Eiffel Tower
- It/the world

Write sentences like this:

- The CN Tower's very tall.
- It's taller than the Eiffel Tower in Paris.
- It's the tallest tower in the world.





**Mr. Burnette:** Come in!

**Withers:** Sir?

**Mr. Burnette:** Who are you?

**Withers:** My name's Withers, sir. I'm your new personal assistant.

**Mr. Burnette:** Where's Mrs. Sherman? I want my coffee!

**Withers:** I'll get it, sir.

**Withers:** There you go, sir.

**Mr. Burnette:** Thank you, Smithers.

**Withers:** Uh...it's "Withers," sir.

**Mr. Burnette:** It's hot in here. Will you open the window, please?

**Withers:** Yes, sir. I'll get you a glass of iced water, too.

**Mr. Burnette:** Good. Please be quick.

**Mr. Burnette:** Will you bring me the "suggestions" box, Withers.

**Withers:** Of course I will, sir. Uh...where is it?

**Mr. Burnette:** In the cafeteria. People can put suggestions about the company in it.

**Withers:** I'll get it right away.

**Mr. Burnette:** All right, Blithers. Let's see it!

**Withers:** There are a lot of suggestions, sir.



**Mr. Burnette:** Well, let's hear them!

**Withers:** Yes, sir. This is the first one. "Why doesn't Burnette speak politely to people?" Next, "Why don't the bosses remember our names?" And another, "Why don't we begin work at 11 AM? Old Burnette does." And another...

**Mr. Burnette:** "Old Burnette," eh? Who wrote the suggestions? Did they sign them?

**Withers:** Uh, no, sir.

**Mr. Burnette:** Find their names, Withers.

**Withers:** I will, sir.

**Mr. Burnette:** And don't tell anybody about the suggestions.

**Withers:** I won't, sir.

### Exercise

Complete the spaces with words from the box.

will/Let's/won't/I'll/Why don't

### Requests

**A:** . . . you close the door, please?

**B:** Yes, I . . . .

**A:** . . . you lend me \$100?

**B:** No, I . . . .

### Offers

**A:** I'm thirsty.

**B:** . . . get you a glass of water.

**A:** It's very cold in here.

**B:** . . . close the window.

### Suggestions

**A:** There's no food in the fridge.

**B:** . . . we go to a restaurant?

**A:** There's a good movie at the AMC.

**B:** . . . go and see it.

**Target structures***Will you (do it)?**I'll do it./Of course I will.**Let's go...**No, you won't.**Why don't/Why doesn't...?***Expression***Be quick.***Vocabulary***industrial*                      *fridge**personal assistant**iced*                                *silly**suggestion**cafeteria***1.** Briefly review the previous lesson.**2.** Conversation 1. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or act out the conversation.**3.** Listen and repeat Conversation 1.**4.** Practice:T: *I want my coffee!*T: *I'll get it.*T: *I want my books!*T: *I'll get them.*T: *I want my coffee!*C: *I'll get it.*

Continue:

*I want my books**I want my dinner**I want my lunch**I want my glasses**I want my tea***5.** The teacher takes the part of Mr. Burnette in Conversation 1. The class in chorus takes the part of Withers. Go through the conversation. Then the teacher takes the part of Withers and the class in chorus takes the part of Mr. Burnette. Go through the conversation.**6.** Silent reading of Conversation 1.**7.** Pair Work on Conversation 1.**8.** Conversation 2. Follow the same procedure as for Conversation 1, but include steps 9 and 10.**9.** Practice:T: *close the door*T: *Will you close the door?*T: *open the window*T: *Will you open the window?*T: *close the door*C: *Will you close the door?*

Continue:

*open the window**pass the salt**make the coffee**answer the phone**phone the police**call a taxi***10.** Invention Exercise:T: *I'm thirsty.*T: *I'll get you a glass of water.*T: *The car's dirty.*T: *I'll wash it.*T: *I'm thirsty.*S: *I'll get you a glass of water.*Invite other responses, such as: *I'll get you some food/I'll buy you a soda*, etc.

Continue:

*The car's dirty.**I'm hungry.**I'm hot.**I'm cold.**I feel ill.**I have a headache.**The telephone's ringing.**There's someone at the door.**My bag's very heavy.**I don't have any money.***11.** Conversation 3. Follow the same procedure as for Conversation 1, but include steps 12 and 13.**12.** Practice:T: *Will you bring me the box?*T: *Of course I will.*T: *Will you help me?*T: *Of course I will.*T: *Will you bring me the box?*C: *Of course I will.*

Continue:

*Will you help me?**Will you open the door, please?**Will you carry the books?**Will you close the window, please?**Will you turn on the light, please?***13.** Practice:T: *right away*T: *I'll do it right away.*T: *later*T: *I'll do it later.*T: *right away*C: *I'll do it right away.*

Continue:

*later**tomorrow**soon**in a minute**now**next week***14.** Conversation 4. Follow the same procedure as for Conversation 1, but include steps 15, 16, and 17.**15.** Practice:T: *see it*T: *Let's see it.*T: *go to the movies*T: *Let's go to the movies tonight.*T: *see it*C: *Let's see it.*

Continue:

*go to the movies**watch TV**listen to the radio**play tennis**go for a walk**eat out***16.** Practice:T: *eat out*T: *Why don't we eat out tonight?*T: *go to the movies*T: *Why don't we go to the movies tonight?*T: *eat out*C: *Why don't we eat out tonight?*

Continue:

*go to the movies**play football**listen to a CD**go running**have a cup of coffee***17.** Practice:T: *Don't open your book!*T: *I won't.*T: *Don't look at the board!*T: *I won't.*T: *Don't open your book!*C: *I won't.*

Continue:

*Don't look at the board!**Don't touch!**Don't open the window!**Don't tell anybody!**Don't drive too fast!**Don't eat in class!***18.** Exercise. Students work in pairs to complete the exercise. Check the answers.**19.** Application:T: *Will you stay up late tonight/do your homework/watch TV/come to school/eat out? etc.*S: *Of course I will/No, I won't.***20.** Play the complete recording. Students listen.See **Suggestions for further activities** on page 98.

**Target structures**

*It's the same as/different from yours.*

*It's as (comfortable) as yours.*

*He's the most (boring speaker) I've ever heard.*

*This hotel isn't as modern as that hotel.*

**Expressions**

*It's down the street.*

*As long as you have.*

*Not really.*

**Vocabulary**

<i>cab</i>	<i>ready</i>
<i>conference</i>	<i>same</i>
<i>presentation</i>	<i>annual</i>
<i>speaker</i>	<i>boring</i>
<i>software</i>	
<i>designer</i>	<i>compare</i>
<i>database</i>	
<i>century</i>	

**1.** Briefly review the previous lesson.

**2.** Conversation A-B. Focus attention on the picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.

**3.** Listen and repeat Conversation A-B.

**4.** Practice:

T: *yours*

T: *It's the same as yours.*

T: *hers*

T: *It's the same as hers.*

T: *yours*

C: *It's the same as yours.*

Continue:

*hers*

*ours*

*theirs*

*his*

*mine*

*John's*

**5.** Practice:

T: *It's the same as mine.*

T: *No, it isn't. It's different from yours.*

T: *It's the same as theirs.*

T: *No, it isn't. It's different from theirs.*

T: *It's the same as mine.*

C: *No, it isn't. It's different from yours.*

Continue:

*It's the same as theirs.*

*It's the same as hers.*

*It's the same as yours.*

*It's the same as his.*

*It's the same as ours.*

**6.** Focus attention on Conversation A-B (first one). The students look and listen. Play the recording or act out the conversation.

**7.** Silent reading of Conversation A-B.

**8.** The teacher takes the part of A. The class in chorus takes the part of B. Go through the conversation. Then the teacher takes the part of B. The class in chorus takes the part of A. Go through the conversation.

**9.** Pair Work on Conversation A-B.

**10.** Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. Students do the same in pairs, using the cues in the book.

**11.** Conversation C-A. Follow the same procedure as for Conversation A-B, but include steps 12 and 13.

**12.** Practice:

T: *you*

T: *How long have\* you been here?*

T: *she*

T: *How long's she been here?*

T: *you*

C: *How long have you been here?*

\**long have* is pronounced *long've*, but that form is never seen in writing.

Continue:

*she*

*we*

*he*

*they*

*John*

*John and Kelly*

**13.** Practice:

T: *book/interesting*

T: *This book isn't as interesting as that book.*

T: *hotel/modern*

T: *This hotel isn't as modern as that hotel.*

T: *book/interesting*

C: *This book isn't as interesting as that book.*

Continue:

*hotel/modern*

*man/tall*

*CD/good*

*room/clean*

*car/expensive*

*writer/famous*

**14.** Conversation A-B (second one). Follow the same procedure as for the first Conversation A-B, but include steps 17 and 18.

**15.** Practice:

T: *boring speaker*

T: *He's the most boring speaker I've ever heard.*

T: *bad CD*

T: *It's the worst CD I've ever heard.*

T: *boring speaker*

C: *He's the most boring speaker I've ever heard.*

Continue:

*bad CD*

*interesting*

*speaker*

*boring speech*

*good cassette*

**16.** Practice:

T: *Did you enjoy that presentation?*

T: *No. Did you?*

T: *Are you going to the next presentation?*

T: *No. Are you?*

T: *Did you enjoy that presentation?*

C: *No. Did you?*

Continue:

*Are you going to the next presentation?*

*Did you enjoy that meal?*

*Do you like ice cream?*

*Would you like some coffee?*

*Do you have a VCR?*

*Did you go to school yesterday?*

**17.** Application:

T: *What's the best book you've ever read? Ask me/Ask him/Ask her.*

Continue: *What's the funniest movie you've ever seen? What's the*

*fastest car you've ever driven? What's the tallest building you've*

*ever seen? etc.*

**18.** Exercise. Focus attention on the pictures of the hotel

rooms. Elicit some sentences from students before they

work in pairs, e.g., *The room on the left is larger/more*

*modern/more expensive than the room on the right.*

*The room on the right isn't as modern/large/expensive as the room*

*on the left.*

**19.** Ask students to write a paragraph comparing the two rooms in class or for homework.

See **Suggestions for further activities** on page 98.

A: Are you ready?  
 B: Yes. Let's go down for breakfast.  
 A: I like your room.  
 B: It's the same as yours.  
 A: No, it isn't. It's different from mine.  
 B: Is it?  
 A: Yes, it is. It's bigger, and it has a better view.

down for breakfast  
 find a cab  
 to the coffee shop

bigger/better view  
 smaller/less comfortable  
 nicer/more interesting

C: Hi, Sarah. Good to see you.  
 A: Good to see you, Sam. Are you staying here?  
 C: No. I'm at the Ambassador. It's down the street.  
 A: How is it?  
 C: Well, it isn't as modern as this hotel, but it's very comfortable.  
 A: How long have you been at this conference?  
 C: As long as you have. Two days.  
 A: That's funny. I haven't seen you before.  
 C: Really? I saw you in the coffee shop. I waved, but you didn't see me.

not as modern/  
 comfortable  
 not as good/cheap  
 not as clean/  
 convenient  
 not as large/  
 interesting

A: Did you enjoy that presentation?  
 B: Not really. Did you?  
 A: No. I've heard a lot of boring speakers before, but he's the most boring speaker I've ever heard!  
 B: Are you going to the next presentation?  
 A: No. Are you?  
 B: No, I'm not. Let's go and have a cup of coffee.

hear/boring speakers  
 listen to/interesting speakers  
 see/good videos  
 hear/bad speeches  
 have a cup of coffee  
 take a walk  
 have some lunch  
 look in the gift shop



### Exercise

Compare these hotel rooms.



- A: Good morning.  
 B: Good morning. How can I help you?  
 A: I want some seats for Tuesday night. Are there any left?  
 B: No, I'm very sorry. There are no seats left. Every seat is reserved.



- C: Doctor, I think there's something in my eye.  
 D: Let me have a look.  
 C: Everything looks funny and it hurts.  
 D: I can't see anything. No, I'm sure there's nothing there.



- E: There's somebody in the other office!  
 F: I didn't hear anybody.  
 E: Take a look, please.  
 F: OK. No, there's nobody there. Everybody's gone home.



- G: What are you looking for?  
 H: My pen. It's somewhere in this room.  
 G: Have you looked everywhere?  
 H: Yes, but I can't find it anywhere.



### Study this:

	PLACE	PERSON	THING
Some	somewhere	someone somebody	something
any?	anywhere?	anyone? anybody?	anything?
no	nowhere	no one nobody	nothing
not...any	not anywhere	not anyone not anybody	not anything
every	everywhere	everyone everybody	everything

### Exercise

Complete the spaces with words from the boxes.

something/someone/anything/anyone

- There's *something* in my soup.  
 There's . . . in the other room.  
 Is there . . . in the refrigerator?  
 Is there . . . in the bathroom?  
 There isn't . . . in the cabinet.

anywhere/everywhere/  
nothing/something

- I can't find it. I've looked . . . .  
 There's . . . to eat for dinner.  
 Would you like . . . to drink?  
 I want to stay home. I don't want to go . . . .

## Target structures

### Indefinite pronouns

some	any?	no	not...any	every
something	anything?	nothing	not...anything	everything
somebody	anybody?	nobody	not...anybody	everybody
someone	anyone?	no one	not...anyone	everyone
somewhere	anywhere?	nowhere	not...anywhere	everywhere

(Are) there any left?  
No, there are no (seats) left.

## Expressions

Let me have a look.      Take a look.

## Vocabulary

reserved	smell	nose
hurt	taste	eye
left (remaining)	sound	look

- Briefly review the previous lesson.
- Conversation A-B. Focus attention on the picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat Conversation A-B.
- Practice:
 

T: seats	Continue: tickets
C: I want some seats. Are there any left?	coffee
T: cola	cookies
C: I want some cola. Is there any left?	bread
- Practice:
 

T: Are there any seats left?	Continue: cookies
C: No, there are no seats left.	tea
T: Is there any bread left?	tickets
C: No, there's no bread left.	coffee
- Silent reading of Conversation A-B.
- Questions and Answers on Conversation A-B.  
What does he want? Are there any left? Why not?
- Pair Work on Conversation A-B.
- Conversation C-D. Follow the same procedure as for Conversation A-B, but include steps 10, 11, 12, 13, and 14.
- Practice:
 

T: in my eye	Continue: in my soup
T: There's something in my eye.	in my salad
T: in my soup	under my bed
T: There's something in my soup.	in my hair
T: in my eye	in the water
C: There's something in my eye.	in my shoe
- T: Listen and repeat.  
There's something wrong with my eye. Everything looks funny.  
There's something wrong with my nose. Everything smells funny.  
There's something wrong with my mouth. Everything tastes funny.  
There's something wrong with my ear. Everything sounds funny.
- Practice:
 

T: There's something wrong with my eye!	Continue: ...with my ear!
T: Everything looks funny!	...with my nose!
T: There's something wrong with my ear!	...with my mouth!
T: Everything sounds funny!	
T: There's something wrong with my eye!	
C: Everything looks funny!	

- 13. Practice:**  
T: I can see something.  
T: We can't see anything!  
T: I can hear something.  
T: We can't hear anything!  
T: I can see something.  
C: We can't see anything.
- Continue:  
I can hear something.  
I can smell something.  
I can feel something.

- 14. Practice:**  
T: What's that in your hand?  
T: There's nothing in my hand!  
T: What's that under the table?  
T: There's nothing under the table!  
T: What's that in your hand?  
C: There's nothing in my hand!
- Continue:  
What's that under the table?  
What's that on the floor?  
What's that in your pocket?  
What's that under your foot?  
What's that on your leg?

- 15. Questions and Answers on Conversation C-D.**  
What does he think? How does everything look? Can the doctor see anything? Why not?

- 16. Conversation E-F.** Follow the same procedure as for Conversation A-B, but include step 17.

- 17. Practice:**  
T: Who hasn't gone?  
T: Everybody's gone.  
T: Who hasn't done it?  
T: Everybody's done it.  
T: Who hasn't gone?  
C: Everybody's gone.
- Continue:  
Who hasn't done it?  
Who hasn't come today?  
Who hasn't had breakfast?  
Who hasn't said, "Good morning"?  
Who hasn't written a postcard?

- 18. Conversation G-H.** Follow the same procedure as for Conversation A-B, but include steps 19 and 20.

- 19. Practice:**  
T: interesting  
C: Let's go somewhere interesting tonight.  
T: exciting  
C: Let's go somewhere exciting tonight.  
T: interesting  
C: Let's go somewhere interesting tonight.
- Continue:  
new  
different  
romantic  
quiet

- 20. Practice:**  
T: my bag  
T: I can't find my bag anywhere.  
T: my glasses  
T: I can't find my glasses anywhere.  
T: my bag  
C: I can't find my bag anywhere.
- Continue:  
my glasses  
my hat  
my pen  
my pencil  
my book  
my cat

- 21. Go through the chart headed Study this** with the students, then go through the exercise orally. Assign it for written work in class or for homework.

## Suggestions for further activities

- Fill in. Write the conversations from the Student Book on the board, leaving out the words that appear in the **Study this** section. With books closed, students work in pairs to fill in the blanks.
- Pair Work. Each student makes two questions with *anything, anybody, anywhere*. They then question their partners, who should respond freely.

**Target structures**Present Perfect with *for* and *since*.**Expression***at the same time***Vocabulary**

<i>career</i>	<i>island</i>	<i>move</i>
<i>politician</i>	<i>(luxury) yacht</i>	<i>fall in love</i>
<i>country house</i>		<i>get married</i>
<i>congressman</i>	<i>successful</i>	
<i>lottery</i>		

- Briefly review the previous lesson.
- Introductory Text. Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or read the text.
- Listen and repeat the introductory text.
- Silent reading of the introductory text.
- Questions and Answers.  
*Did they go to different schools? Did they go to the same school? Did they leave school in 1987? Ask, "When?" Have they had the same careers? Have they had different careers?*
- Text 1. Focus attention on the picture. Have students cover the text. Play the recording or read the text.
- Listen and repeat Text 1.
- Silent reading of Text 1.
- Questions and Answers.  
*Who is Herbie Burke? Is he successful? Ask, "How?" Did he buy a town house? Ask, "What kind?" Ask, "How long ago?" Did he buy a Cadillac? Ask, "What?" Did he buy it before the house, after the house, or at the same time? Is he a congressman? How long has he been a congressman?*
- Text 2. Focus attention on the picture. Have students cover the text. Play the recording or read the text.
- Listen and repeat Text 2.
- Silent reading of Text 2.
- Questions and Answers.  
*Was Jimmy Brody lucky? Why? Where did he move to? Did he buy a cheap boat? Ask, "What?" Ask, "When?" Where is he now? How long has he been there? How long has he had a yacht?*

- Practice:  
T: *he*  
T: *How long's he been here?*  
T: *they*  
T: *How long have they been here?*  
T: *he*  
C: *How long's he been here?*

Continue:  
*they*  
*she*  
*you*  
*we*  
*John*  
*John and Kelly*

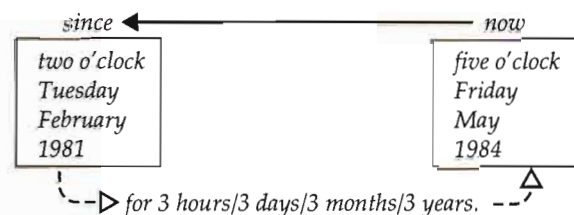
- Practice:  
T: *two years*  
T: *I've been here for two years.*  
T: *three weeks*  
T: *I've been here for three weeks.*  
T: *two years*  
C: *I've been here for two years.*

Continue:  
*three weeks*  
*five hours*  
*four days*  
*a few minutes*  
*ten years*  
*two months*

- Practice:  
T: *January*  
T: *He's had it since January.*  
T: *one o'clock*  
T: *He's had it since one o'clock.*  
T: *January*  
C: *He's had it since January.*

Continue:  
*one o'clock*  
*Monday*  
*last weekend*  
*his birthday*  
*New Year*  
*1993*

- Write the diagram below on the board, adapting the times, days, months, and years to the time now.



Explain that we use *since* with a point in time.  
Explain that we use *for* with a period of time.

- Practice:  
T: *three days*  
T: *For three days.*  
T: *Tuesday*  
T: *Since Tuesday.*  
T: *three days*  
C: *For three days.*

Continue:  
*Tuesday*  
*four hours*  
*three o'clock*  
*January*  
*a long time*  
*1958*

- Text 3. Focus attention on the picture. Have students cover the text. Play the recording or read the text.
- Listen and repeat Text 3.
- Silent reading of Text 3.
- Questions and Answers.  
*Did Gina meet Charlie at work? Ask, "Where?" Did they fall in love at school, or when they left school? Are they still in love? Ask, "How long?" Did he give her a necklace? Ask, "What?" Ask, "When?" Does she still have it? Ask, "How long?" Did they get married in 1982? Ask, "When?" Are they still married? Ask, "How long?" Are they in Arizona now? Ask, "How long?"*

- Application:  
Ask students questions and say: *Ask him/Ask her/Ask me.*  
*How long have you been* | *in (this country)?*  
| *a student?*  
| *in (this town)?*  
| *in this room today?*  
*How long have you been married?/a (doctor)?*  
*How long have you* | *had that watch?/ring?/purse? etc.*  
| *those shoes?/pants?/glasses? etc.*  
| *a driver's license?*

- Assign the exercise for written work in class or for homework.

See **Suggestions for further activities on page 98.**



Herbert Burke, James Brody, Gina Rossi, and Charles Phillips all went to the same school. They finished elementary school in 1978 and high school in 1984. They've had very different careers.



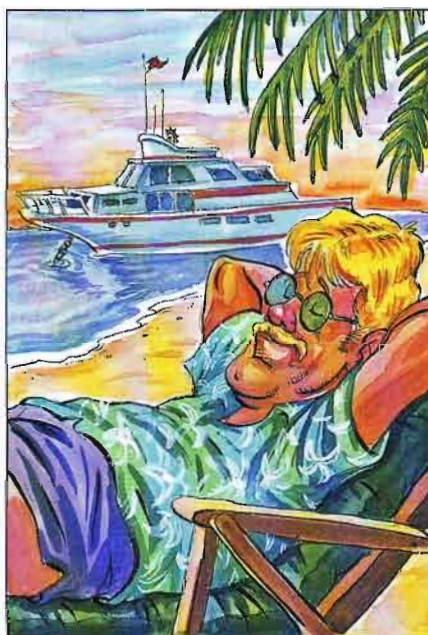
Herbie Burke became a politician four years ago. He's very successful. He bought a country house three years ago and bought a Jaguar at the same time. He's been a Congressman for four years.

**Questions**

- When did Herbie Burke become a politician?
- When did he buy a country house?
- When did he buy a Jaguar?
- How long has he been a Congressman?
- How long has he had his house?
- How long has he had his car?

**Exercise**

- He's been there *since* 1993.  
 They've been there *for* five years.
- Complete these sentences
1. She's had that watch . . . three weeks.
  2. We've been here . . . January.



Jimmy Brody was very lucky. He won a lottery in 1991 and moved to a Pacific island. He bought a luxury yacht the next year. He's still on the island. He's been there since 1991. He's had his yacht since 1992.

**Questions**

- When did Jimmy win the lottery?
- Where did he move to?
- What did he buy?
- When did he buy it?
- Where is he now?
- How long has he been there?
- How long has he had his yacht?

3. I've had my camera . . . two years.
4. They've been married . . . 1990.
5. He's had his car . . . two months.
6. Jorge's been in the United States . . . March.



Gina Rossi and Charlie Phillips fell in love at school. He gave her a ring when they finished high school. She wears it every day, and she's never taken it off. They got married in 1988, and they're still in love. They moved to Arizona in 1993.

**Questions**

- When did Gina and Charlie fall in love?
- When did he give her the ring?
- Has she ever taken it off?
- When did they get married?
- Are they still in love?
- When did they move to Arizona?
- How long has she had the ring?
- How long have they been married?
- How long have they been in Arizona?



**Flight attendant:** Pardon me, sir. Is everything here yours?

**Mr. Gabriel:** Yes, that's right.

**Attendant:** I'm sorry, sir. You can't use any electronic equipment during takeoff and landing.

**Mr. Gabriel:** Why not?

**Attendant:** It's an airline regulation, sir. You can use the CD player during the flight, but I'm afraid you can't use the laptop computer or the portable phone...or the portable TV.

**Mr. Gabriel:** But I have to use my computer. I need it!

**Attendant:** I'm very sorry.

**Mr. Gabriel:** But I can't live without it! What am I going to do for two hours?

**Attendant:** You can read, sir.

**Mr. Gabriel:** Read? But I don't have any books.

**Attendant:** I'll get you a magazine, sir.

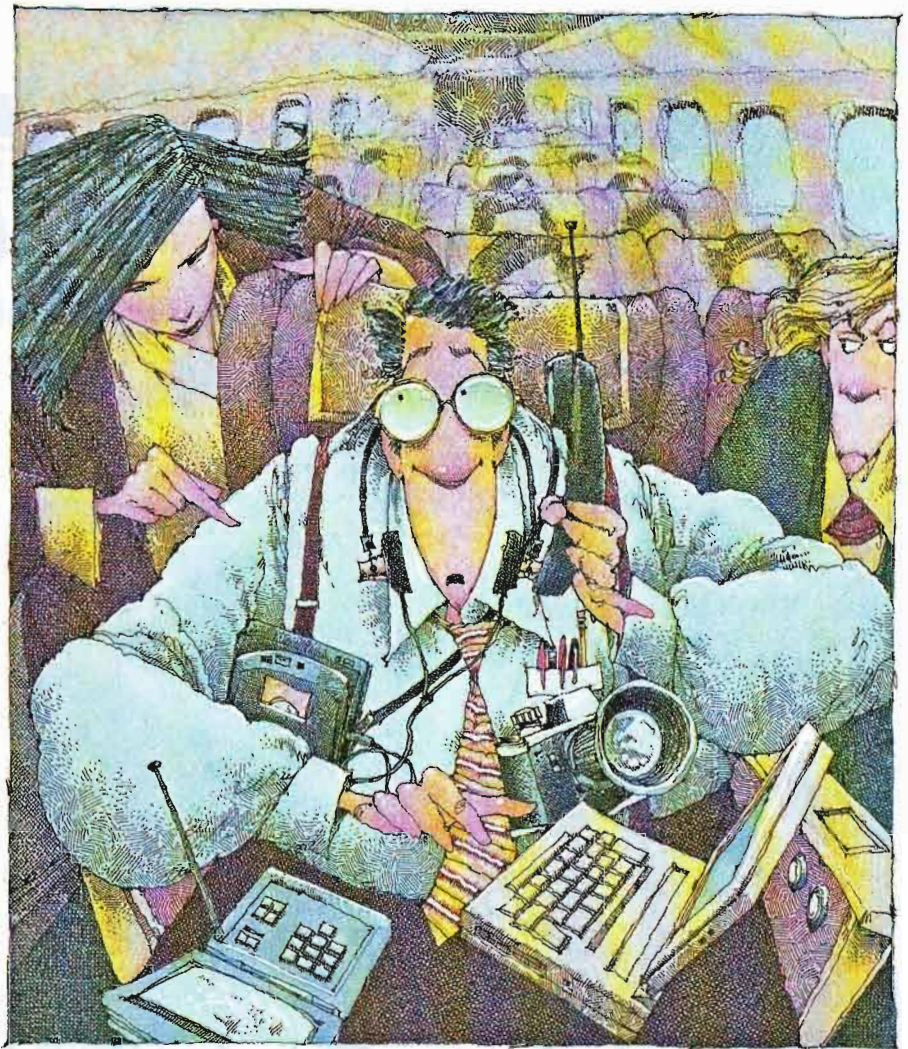
### Questions

Can he use any electronic equipment during takeoff?

Can he use it during landing?

Which things can't he use during the flight?

What's he going to do during the flight?



**SURVEY**

**1 Which of these things have you used this week?**

a video recorder     a computer     a microwave oven  
 a portable phone     a CD player     a phone card

**2 How many of the things above do you use every day?**

**3 Choose one item from question 1. Answer these questions about it.**

- Where is it? Is it at home or is it at work or school? Which room is it in?
- How old is it? Who does it belong to? Who bought it? When did they buy it?
- Are you the only person who uses it? Who else uses it? How often do you/they use it?
- What do you/they use it for?
- Does it work well? Does it save you time? Does it save you money?
- What make is it? Where was it made? What color is it?
- Do you understand all the controls on it? (NOT for the phone card!)
- Do you really need it? Is it important in your life?

Phonecard

12:23

1 0  
2 3  
4 5 6  
7 8 9

Interview another student.

## Target structures

can/can't for permission and prohibition

You can't use it | during | the flight.  
He was using it | | the movie.

I'm afraid | you can't use the computer.  
I'm sorry, but | we don't have any magazines.

## Vocabulary

electronic equipment      belong (to)  
takeoff  
landing  
regulation  
laptop computer  
phone card  
microwave oven  
video recorder  
item  
controls (n)

- Briefly review the previous lesson.
- Focus attention on the picture. Set up the situation. Have students cover the text. Play the recording or act out the conversation.
- Listen and repeat the conversation.
- Practice:  
T: *electronic equipment*  
T: *I'm afraid you can't use electronic equipment in here.*  
T: *laptop computer*  
T: *I'm afraid you can't use a laptop computer in here.*  
T: *electronic equipment*  
C: *I'm afraid you can't use electronic equipment in here.*  
Continue:  
*laptop computer*  
*portable phone*  
*CD player*  
*video recorder*  
*portable TV*
- Practice:  
T: *Don't use it while we're flying.*  
T: *You can't use it during the flight.*  
T: *Don't phone while we're taking off.*  
T: *You can't phone during takeoff.*  
T: *Don't use it while we're flying.*  
C: *You can't use it during the flight.*  
Continue:  
*Don't turn it on while we're landing.*  
*Don't smoke while I'm eating.*  
*Don't talk while I'm teaching this lesson.*  
*Don't use it while we're taking off.*
- Practice:  
T: *my computer*  
T: *I have to use my computer.*  
T: *my phone*  
T: *I have to use my phone.*  
T: *my computer*  
C: *I have to use my computer.*

Continue:  
*my phone*  
*my portable TV*  
*my CD player*  
*my video recorder*

## 7. Practice:

T: *magazine*  
T: *I'll get you a magazine, sir.*  
T: *coffee*  
T: *I'll get you some coffee, sir.*  
T: *magazine*  
T: *I'll get you a magazine, sir.*  
Continue:  
*fruit juice*  
*sandwich*  
*napkin*  
*tea*  
*newspaper*

## 8. Silent reading of the conversation.

## 9. Questions and Answers. Ask the questions in the Student Book.

## 10. Pair Work on the conversation.

## 11. Application.

T: *Can I eat in class?* C: *No, you can't. Ask me/him/her.*  
Continue: *Can I sleep in class? Can I bring my dog to school?*  
*Can I take my clothes off? Can I write on the wall?*

## 12. Application (2).

T: *Do you sometimes go on an airplane? What do you do during the flight? Ask me/Ask him/Ask her.*

## 13. Focus attention on the survey. Read it through with the students. Explain difficult vocabulary.

## 14. Pair Work. Students interview each other and note the answers.

## 15. Check up on the answers and start a class discussion by asking further questions. (You probably will need to explain new vocabulary here. Bringing in pictures of the equipment may help.)

T: *What other electronic equipment do you have? A dishwasher? toaster? kettle? sandwich maker? food processor? washing machine? fridge? freezer? a fax machine? electric lawn mower? power drill?*  
*Do you use them every day? Which ones could you live without? Which couldn't you live without?*  
*Do they use a lot of electricity? Is that a good thing?*

## Suggestion for further activities

Students conduct a class survey to find out how many students in the class have the following pieces of electronic equipment in their homes: a TV, a VCR, a computer, a freezer, a washing machine, a telephone, a microwave oven. They make a chart of the results. They could also find out which of the equipment their parents owned when they were younger and compare the results, or list electronic equipment they want to have in the future.

**Target structures**

One of them is            Some of them are  
Both of them are        All of them are  
Neither of them is      None of them are

**Expression**

shake hands

**Vocabulary**

battle	vote	national
result	announce	nervous
finalist	cheer	
member	boo	
suit		
announcer		
guitarist		
judge		
record contract		
drummer		

Grammar Note: (This should not be explained to the class.) There is a problem of choice between: *None/neither of them is...* and *None/neither of them are...* The Student Book features both (*Neither...is/None...are*) to show that either is correct in common American usage.

1. Briefly review the previous lesson.

2. Focus attention on the top picture. Set up the situation—a rock band contest. Have students cover the text. Play the recording or read the first part of the text.

3. Listen and repeat the first part of the text.

4. Silent reading of the first part of the text.

5. Questions and Answers.

*What contest is it?*

*How many of the bands have played?*

*What are we going to hear?*

*Who are the two finalists?*

*Who's from Philadelphia?*

*Where are the members of Technocrat?*

*Are they wearing suits? Ask, "What?"*

*Where are the members of Dixie Chickens from?*

*How many of them are wearing suits?*

6. Practice:

T: *all/Philadelphia*

T: *All of them are from Philadelphia.*

T: *none/New York*

T: *None of them is from New York.*

T: *all/Philadelphia*

C: *All of them are from Philadelphia.*

Continue:

*none/New York*

*all/Tokyo*

*none/Spain*

*all/Canada*

*none/Britain*

7. Application. Bring out a group of students.

T: *All of them are students. All of them are laughing.*

T: *None of them are wearing (jeans).*

Invite the class to generate sentences using *All of them.../None of them...*

8. Focus attention on the second picture. Have students cover the text. Play the recording or read the second part of the text.

9. Listen and repeat the second part of the text.

10. Silent reading of the second part of the text.

11. Questions and Answers.

*Who's Tina Rivera standing with?*

*Is one of them a guitarist?*

*Have they been on TV before?*

*How many of them are nervous?*

*Are they smiling?*

12. Application. Bring out two students.

T: *He's a student. She's a student. Both of them are students.*

*He's standing. She's sitting. One of them is standing.*

*She's not wearing jeans. He's not wearing jeans. Neither of them is wearing jeans.*

Give cues.

T: *shoes. C: Both of them are wearing shoes.*

Continue:

*shoes*

*smiling*

*brown eyes*

*jeans*

*watches*

*boy/girl*

*brown hair*

*studying English*

*book/pen*

etc.

13. Focus attention on the third picture. Have students cover the text. Play the recording or read the third part of the text.

14. Listen and repeat the third part of the text.

15. Silent reading of the third part of the text.

16. Questions and Answers.

*Who's announced the result?*

*Who's won the contest?*

*How many of them are smiling?*

*How many of the members of Technocrat are smiling?*

*Who's cheering?*

*Are they all cheering?*

*Did all of the people in the audience prefer Dixie Chickens?*

*Is Technocrat going to get a record contract?*

*Are Dixie Chickens going to get a record contract?*

*So...both of them are going to get record contracts.*

17. Application. Bring out four students.

T: *All of them are wearing watches. None of them are (Japanese).*

*Some of them are (Mexican).*

Invite the class to make sentences using *All of them.../None of them.../Some of them...*

Use the cues in step 11 if necessary.

18. Do the exercise in class orally first. Then assign it for written work in class or for homework.

**Suggestions for further activities**

1. Fill in. Write paragraph 3 from the Student Book on the board, leaving out these words: *both/some/all/none*. Students work with books closed to fill in the blanks.

2. Make flash cards with pictures from magazines. Each picture should show two people only. Students make sentences with *one of them/both of them/neither of them*.

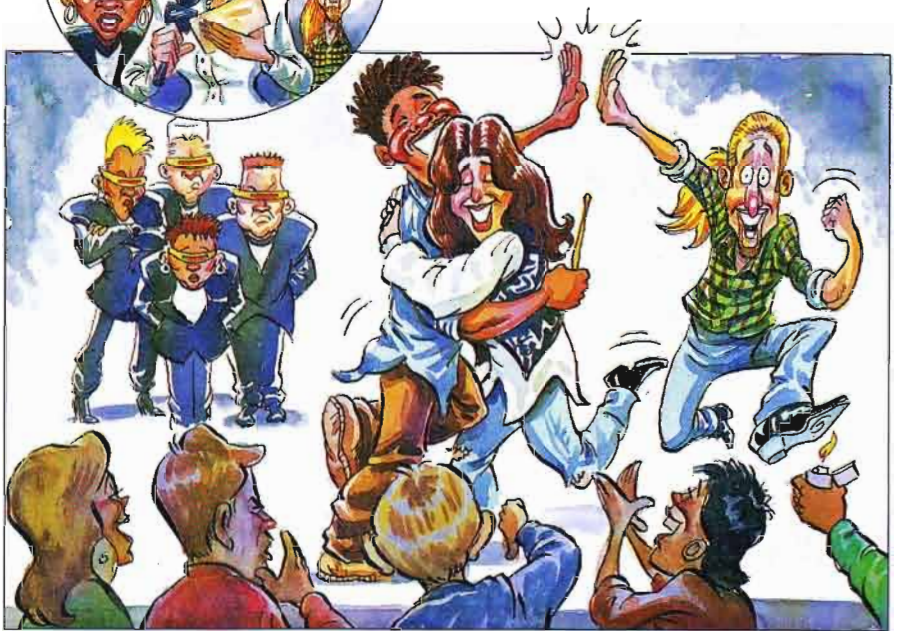
3. Repeat the procedure in activity 2, using photographs of groups of people to generate: *some of them/all of them/none of them*.

This is the national *Battle of the Bands* contest. All of the bands have played, and in a moment we're going to hear the result of the contest. The two finalists are Dixie Chickens and Technocrat. All of the members of Technocrat are from Philadelphia. They're on the left—all of them are wearing black suits and silver shirts. All of the members of Dixie Chickens are from Atlanta, Georgia. None of them are wearing suits.

The announcer is Tina Rivera. She's standing with one of the members of Dixie Chickens and one of the members of Technocrat. Both of them are guitarists. Neither of them has been on TV before. Both of them are nervous and neither of them is smiling!

Now the judges have voted, and Tina has announced the result. Dixie Chickens have won the contest! All of them are smiling. The members of Technocrat aren't happy. None of them are smiling. Some of the people in the audience are cheering, but some of them are booing.

Some of them preferred Dixie Chickens but some of them preferred Technocrat. The prizes are great—both of the bands are going to get record contracts.



### Exercise



One of them is a guitarist.

Both of them are guitarists.

Neither of them is a guitarist.

Some of them are happy.

All of them are happy.

None of them are happy.



. . . drummer.

. . . drummers.

. . . drummer.

. . . wearing suits.

. . . wearing suits.

. . . wearing suits.

# THE WEEKLY GAZETTE

Thursday, May 20

Marion, North Carolina

75¢

## SENSATIONAL JEWEL ROBBERY



Elm Street—Quiet after the robbery

### \$50,000 STOLEN

THERE WAS A \$50,000 JEWEL robbery on Elm Street last Tuesday. The thieves threw a rock through the window of Williston & Company and stole necklaces, rings, and watches worth \$50,000. Mr. William Williston, the owner of the store, was working in his office when it happened. The police are looking for three suspects. The thieves drove away in a stolen Lexus Coupé. The police have not found the getaway car yet.

Mr. Williston will give a reward of \$2,000 to anyone with information about the thieves. Get in touch with the local police station.

## EVEREST EXPEDITION FAILS



AN INTERNATIONAL TEAM OF climbers in the Himalayas wanted to reach the top of Mount Everest yesterday, but they failed because the weather was too bad. They had to postpone the climb until next week. The weather has been the worst since 1989. The three climbers are from Mexico, Japan, and the United States.

## ANIMAL ATTACKS

FARMER AARON CROCKETT OF McDowell County is worried about a series of attacks on animals. Something has attacked and killed seven cows on his dairy farm during the last month. There are some bears and wildcats up in the Blue Ridge Mountains, but no one has seen a bear near Crockett's farm for 20 years. McDowell County police say, "Maybe it's a large dog. Nobody saw the attacks." Mr. Crockett is



guarding his fields at night with a shotgun.

## RUNAWAY TEENAGER



JANIS ROBERTS, 15 YEARS OLD, OF 1647 Sunrise Road, Marion, left her home last week. She was on her way to school, and nobody has seen her since, Janis's friend, Polly Reyes, told police yesterday.

Janis was wearing blue jeans, a green T-shirt, a white raincoat, and tan boots. She has short blond hair and blue eyes. Please call 461-4600 with any information.

## Target structures

Review and summary.

## Expressions

the top of  
get in touch

## Vocabulary

gazette	climb (n)	sensational	throw/threw
jewel robbery	series	stolen	steal/stole
thief/thieves	cow	runaway	fail(ed)
rock	dairy farm	blond	postpone
owner	field		reach
suspect (n)	bear	worth	read/read/read
getaway car	wildcat		guard
reward	shotgun		
police station	teenager		
expedition	blue jeans		

1. Briefly review the previous lesson.

2. Ask questions:

*Do you read newspapers? Ask, "Which?"*

*Did you read a newspaper yesterday? Ask him/Ask her.*

*Have you ever read an American newspaper?*

*Which one?*

Point out: *read-read-read (rēd-red-red)* and that the spelling does not change.

T: *Today we're going to look at a newspaper!*

3. Focus attention on the first picture (the Jewel Robbery). Have students cover the text. Read the story.

4. Listen and repeat the text.

5. Silent reading of the text.

6. Questions and Answers.

*Was there a robbery last Tuesday? Ask, "What kind?"*

*Did the thieves break the window? Ask, "How?"*

*Did they steal anything? Ask, "What?"*

*Ask, "How much...worth?"*

*What's the owner's name?*

*Was he sleeping when it happened? Ask, "What?"*

*Ask, "Where?"*

*Are the police looking for anybody? Ask, "How many?"*

*Did the thieves run away?*

*What did they do? Ask, "What kind of car...?"*

*Have the police found the car yet?*

*Will the owner give a reward? Ask, "How much?"*

7. Application:

*Have you ever seen a robbery?*

*Ask him/Ask her. Tell us about it.*

*Have you ever stolen anything?*

*Ask, "What?" Ask, "When?" Ask, "Where?"*

*Has anybody stolen anything from you?*

*What? When? Where?*

*Ask me/Ask him/Ask her/Ask each other.*

8. Focus attention on the second news story (Everest Expedition Fails). Read the story.

9. Listen and repeat the text.

10. Silent reading of the text.

11. Questions and Answers.

*What is Everest? Where is it?*

*What did the climbers want to do?*

*Could they reach the top? Ask, "Why not?"*

*Are they going to try again? Ask, "When?"*

*What can you say about the weather?*

*How many climbers were there?*

12. Application:

*Where are you from?*

*Are there mountains in your country?*

*Ask him/Ask her.*

*Which is the highest mountain in your country?*

*Ask him/Ask her.*

*Have you ever climbed it?*

*Ask him/Ask her.*

*Who were the first to climb Everest?*

*Ask me. (Sir Edmund Hillary and Sherpa Tenzing.)*

*Ask, "When?"*

*Ask me. (1953.)*

*Why do people climb mountains?*

13. Focus attention on the third story (Animal Attacks). Have students cover the text. Read the story.

14. Listen and repeat the text.

15. Silent reading of the text.

16. Questions and Answers.

*What's his name?*

*Is he worried about something?*

*Ask "What?"*

*How many cows has he lost?*

*Has something killed them?*

*When did something kill the cows?*

*What are there in the Blue Ridge Mountains?*

*Has anybody seen a bear near Crockett's farm recently?*

*When did someone last see a bear near the farm?*

*What do the police say?*

*Did anybody see the attacks?*

*What is Mr. Crockett doing at night?*

17. Application:

*Have you ever seen a cow?/bear?/wildcat? Where? When? Ask him/her/me.*

*Does anything attack farm animals in (your country)?*

*Where are the Blue Ridge Mountains? (in Georgia, North*

*Carolina, and Virginia, in the U.S.) Have you ever been there?*

*Ask him/Ask her/Ask me.*

18. Focus attention on the fourth story (Runaway Teenager). Read the story.

19. Listen and repeat the text.

20. Silent reading of the text.

21. Questions and Answers.

*What's her name?*

*How old is she?*

*Did she leave home? Ask, "When?"*

*Who has seen her?*

*What was she wearing when she left home?*

*What color is her hair?*

*What color are her eyes?*

*What were you wearing yesterday?*

*Ask him/Ask her.*

*What was he wearing? What was she wearing?*

See **Suggestions for further activities** on page 98.

**Expressions**

What kind of (flowers) would you like?  
 What do you recommend?  
 Can I open it now?  
 I love candy!  
 ...at this time of the year.  
 What a nice surprise!  
 Don't be silly.  
 I'll give you a ride.

**Vocabulary**

rose	gift	a dozen
tulip	shampoo	half a dozen
daffodil		
	include	

- Briefly review the previous lesson.
- Conversation A-B. Focus attention on the picture. Set up the situation. Have students cover the conversation. Play the recording or act out the conversation.
- Listen and repeat Conversation A-B.
- Practice:  
 T: I want to send some flowers to my mother in Chicago.  
 T: He  
 T: He wants to send some flowers to his mother in Chicago.  
 T: Montreal  
 T: He wants to send some flowers to his mother in Montreal.  
 T: I want to send some flowers to my mother in Chicago. Repeat!  
 C: I want to send some flowers to my mother in Chicago.  
 Continue: He/Montreal/girlfriend/candy/a letter/Miami/I
- Practice:  
 T: flowers  
 T: What kind of flowers would you like?  
 T: candy  
 T: What kind of candy would you like?  
 T: flowers  
 C: What kind of flowers would you like?  
 Continue:  
 candy  
 shoes  
 shampoo  
 perfume  
 coffee
- Practice:  
 T: a dozen roses  
 T: A dozen roses, please.  
 T: half a dozen daffodils  
 T: Half a dozen daffodils, please.  
 T: a dozen roses  
 C: A dozen roses, please.  
 Continue:  
 half a dozen daffodils  
 two dozen tulips  
 ten carnations  
 a dozen carnations  
 twenty roses
- Focus attention on Conversation A-B. Have students look and listen. Play the recording or act out the conversation.
- Silent reading of Conversation A-B.
- The teacher takes the part of A. The class in chorus takes the part of B. Go through the conversation. Then the teacher takes the part of B. The class in chorus takes the part of A.
- Pair Work on Conversation A-B.
- Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. Students do the same in pairs, using the cues in the book.
- Conversation C-D. Follow the same procedure as for A-B, but include steps 12 and 13.

**13. Practice:**

T: This is a present for you.  
 T: A present for me? What a nice surprise!  
 T: This is a box of chocolates for you.  
 T: A box of chocolates for me? What a nice surprise!  
 T: This is a present for you.  
 C: A present for me? What a nice surprise!  
 Continue:  
 This is a box of chocolates for you. This candy's for you.  
 These flowers are for you. This book's for you.  
 This perfume's for you.

**14. Practice:**

T: Thank you.  
 T: Thank you...you've been very kind.  
 T: Thank you very much.  
 T: Thank you...you've been very kind.  
 T: Thank you.  
 C: Thank you...you've been very kind.

**Continue:**

Thank you very much.  
 Thank you very, very much.  
 Thanks.

**15. Conversation E-F. Follow the same procedure as for Conversation A-B, but include steps 15, 16, and 17.****16. Practice:**

T: party  
 T: It's been a wonderful party.  
 T: evening  
 T: It's been a wonderful evening.  
 T: party  
 C: It's been a wonderful party.

**Continue:**

evening  
 afternoon  
 weekend  
 dinner  
 lunch

**17. Practice:**

T: I have to catch the last train.  
 T: He  
 T: He has to catch the last train.  
 T: Does he?  
 T: Does he have to catch the last train?  
 T: I have to catch the last train. Repeat!  
 C: I have to catch the last train.

**Continue:**

He  
 Does he?  
 They  
 bus  
 Why?  
 She  
 What time?

**18. Practice:**

T: the lovely present  
 T: Thanks for the lovely present.  
 T: the box of chocolates  
 T: Thanks for the box of chocolates.  
 T: the lovely present  
 C: Thanks for the lovely present.

**Continue:**

box of chocolates  
 the candy  
 the delicious cake  
 the beautiful flowers

**19. Exercise.** Read through it with the students, eliciting sentences for each exchange and write them on the board, e.g., A: Good night. Thank you very much for the dinner./Thanks for the lovely dinner. Write alternatives if they are acceptable. Have students repeat the sentences after you.

**20. Pair Work.** Students make conversations, referring to the board or to Conversation E-F.

**21. Rub the conversation off the board.** Students continue to practice. Select students to act out conversations in front of the class.

**Suggestions for further activities**

- Role play. In pairs, students role play selecting a present for a friend or a relative in a store.
- Role play. In pairs, students role play seeing someone off at an airport, or saying good-bye at a party.

- A: Can I help you?  
 B: Yes, I want to send some flowers to my mother in Chicago.  
 A: What kind of flowers would you like?  
 B: Well, what do you recommend?  
 A: Roses are very nice at this time of year.  
 B: OK. A dozen pink roses, please.  
 A: Would you like to include a message?  
 B: Yes. Just say, "Happy Birthday, Mom. Love, Cindy."

roses

tulips

carnations

daffodils

a dozen (12)  
 half a dozen (6)  
 two dozen (24)  
 ten (10)



- C: Mrs. Martinez?  
 D: Yes, Paul?  
 C: This is a present for you.  
 D: A present for me? What a nice surprise. Can I open it now?  
 C: Yes, of course.  
 D: Ooh! Candy! I love candy. Thank you very, very much, Paul.  
 C: Thank you, Mrs. Martinez. You've been very kind to me.

a present  
 a gift  
 something

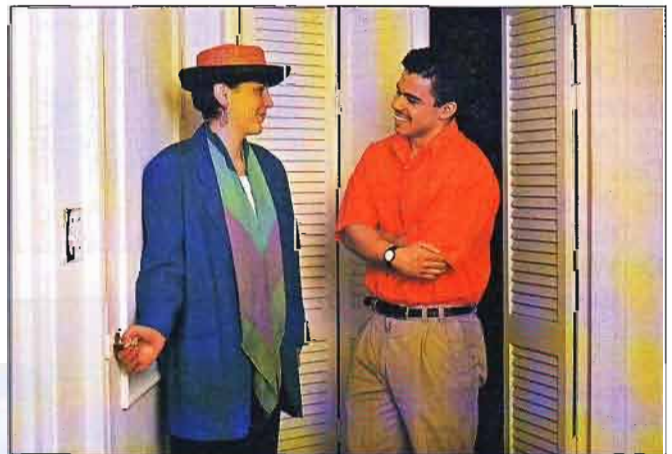
candy  
 cookies  
 perfume  
 fruit



- E: It's been a wonderful party. Thank you very much.  
 F: But you can't go yet! The party's just beginning!  
 E: I'm sorry, but I really have to. I have to catch the last train.  
 F: Don't be silly. I'll give you a ride. Where are you going?  
 E: Montreal!  
 F: Oh, well. Thanks for coming, and thanks for the present.  
 E: You're very welcome. I'll see you soon.  
 F: See you.

catch the last train  
 get up early  
 tomorrow  
 be home by 11:30  
 get a ride in Jack's car

Montreal  
 Caracas  
 Tokyo  
 Istanbul  
 Rio



## Exercise

### Thanking someone and leaving

You have been to dinner with a friend.  
 Make a conversation.

A Say good night and thank your friend for dinner.

B Say you enjoyed the dinner, too. Ask A not to leave yet.

A Say you have to go.

B Ask, "Why?"

A Think of a good reason! (Begin: Because...)

B Offer something (a ride home? use of the telephone? coffee?)

A Say thank you—but refuse the offer. Say good night.

B Thank A for coming.



What have you learned from *New American Streamline Departures*?

Put the verbs in parentheses ( ) in the correct tenses, then act out the conversation.

- A: Where . . . (are) you yesterday? I phoned last night but you . . . (aren't) home.  
 B: I . . . (go) to the movies.  
 A: Oh, really? What . . . (do) you see?  
 B: I . . . (see) *The Last Buffalo*. Have you . . . (see) it?  
 A: No, I haven't. . . . (Is) it good?  
 B: Yes, it was. It's the best movie I've . . . (see) this year.



Complete the spaces with words from the box, then act out the conversation.

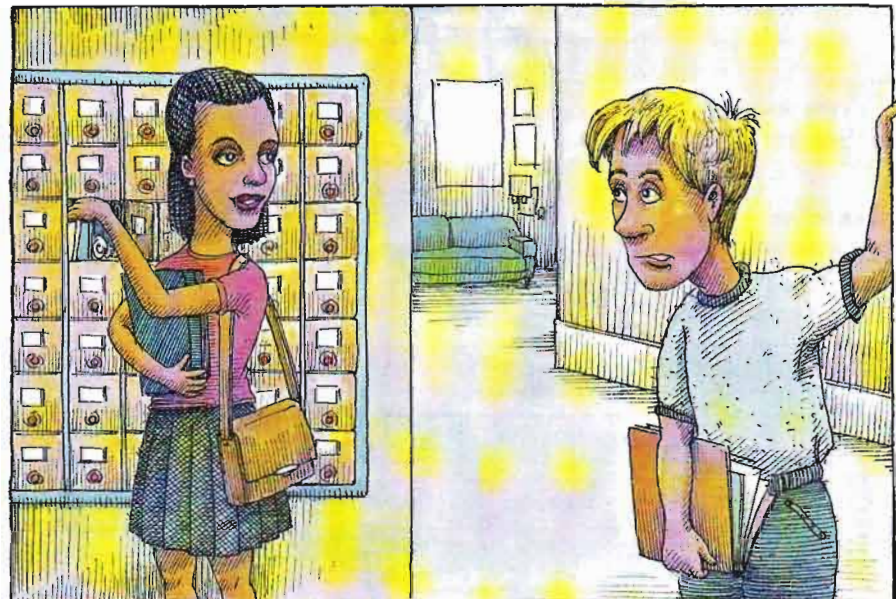
no one    anybody    somebody  
 anything

- C: There's . . . at the door!  
 D: Can't you answer it?  
 C: No, I can't. I'm in the shower. I'm not wearing . . . !  
 D: OK, I'll answer it.  
 (later)  
 C: Who was it?  
 D: . . .  
 C: What do you mean? I heard the doorbell.  
 D: Well, I opened the door, but there wasn't . . . there.



Complete the spaces, then act out the conversation.

- E: . . . I borrow \$20? The check from my parents hasn't . . . yet.  
 F: I'm very . . . . I can't lend you . . . money. I'm broke.  
 E: What can I do? I need . . . money. I . . . to go to the supermarket.  
 F: Why . . . you ask Tammy? She . . . has some money.  
 E: OK. Thanks.



**Expressions**

*pretty much*  
*be broke*  
*It's easy.*

**Vocabulary**

<i>doorbell</i>	<i>learn</i>	<i>instant</i>
<i>check (n)</i>	<i>circle (v)</i>	
<i>sentence</i>	<i>address (v)</i>	
<i>stamp</i>		
<i>suntanned</i>		
<i>lots of love</i>		
<i>love</i>		
<i>regards</i>		

1. Briefly review the previous lesson.
2. Conversation A-B. Students work in pairs to complete the conversation.
3. Go through the answers. Read the conversation aloud with students repeating after you.
4. Silent reading of Conversation A-B.
5. Pair Work on Conversation A-B. Ask one or two pairs to act it out in front of the class. Check pronunciation and intonation. Encourage the students to use a wide voice range.
6. Conversation C-D. Follow the same procedure as for Conversation A-B.
7. Conversation E-F. Follow the same procedure as for Conversation A-B.
8. Writing a postcard. Focus attention on the postcard on the right-hand page. Explain to the students that they are going to write a postcard using the "instant postcard." Read through the postcard, giving a model. Have students circle the words they choose.
9. Ask a few students to read their postcards aloud.
10. Have students invent a similar postcard with alternatives for the user to select.
11. Students exchange postcards, circle their choices, and then read them aloud to the class.

**Suggestions for further activities**

1. Bring a cassette recorder into the classroom with a blank cassette. Ask students to record two or three sentences each onto the cassette for you to keep as a memento. If you have the facilities and the class is not too big, you could make a copy of the cassette for each member of the class.

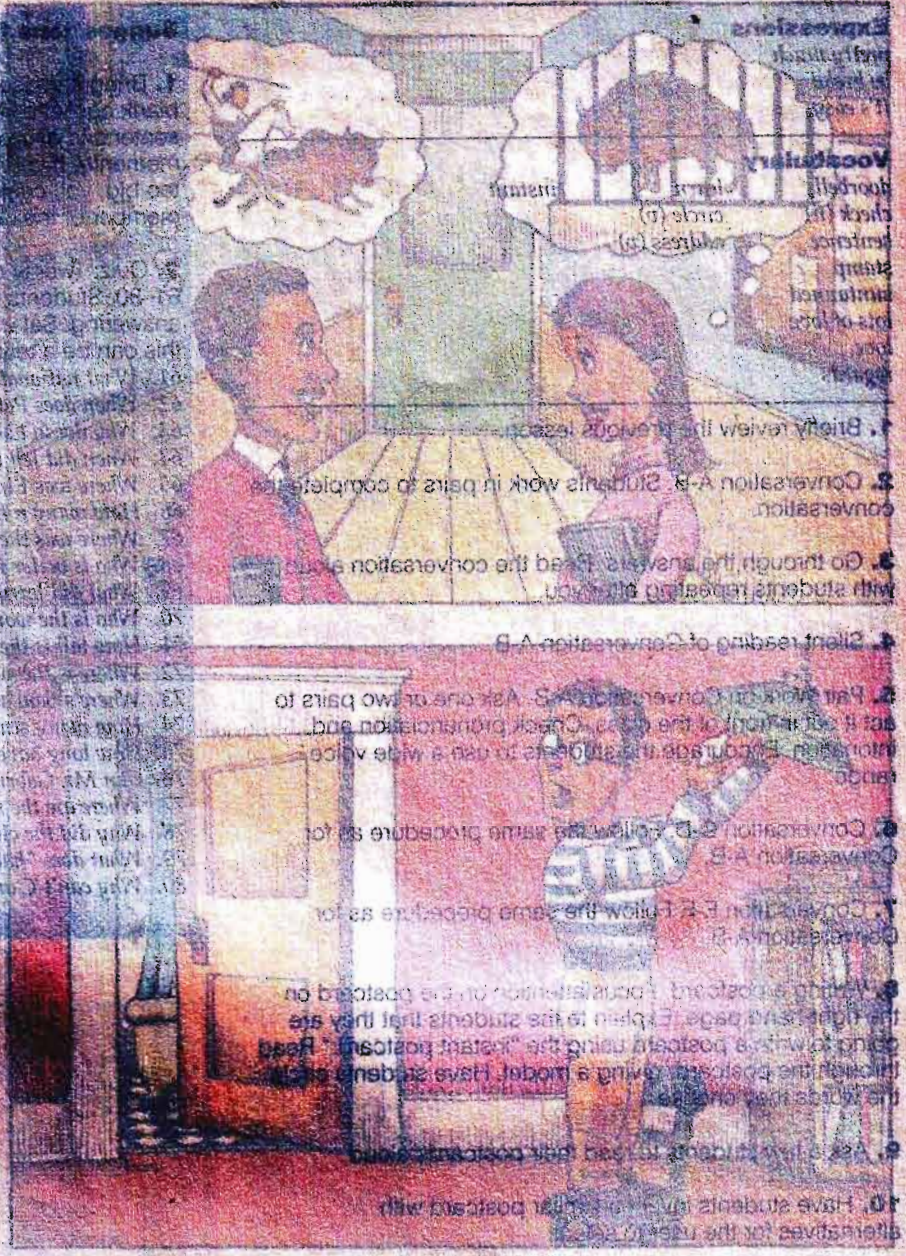
2. Quiz: Twenty questions. Ask questions about Units 61–80. Students refer to the Student Book while answering. Set a time limit for each question. If desired, this can be a team activity.

61. *What nationality is Phil Strongarm?*
62. *When does Pete always go to the bank?*
63. *Why doesn't she want to wash her hair?*
64. *When did Jeff live in New York?*
65. *Where was Elmer two days ago?*
66. *How many rolls of film has Elmer used?*
67. *Where was the bad fire?*
68. *Who is better in math?*
69. *What did Jerry's grandfather do when he was eighteen?*
70. *Who is the worst in Music?*
71. *How tall is the CN Tower?*
72. *Where is the suggestions box?*
73. *Where's Sam staying?*
74. *How many seats are reserved?*
75. *How long have Gina and Charlie been married?*
76. *Can Mr. Gabriel use his CD player during the flight?*
77. *Where are the members of Technocrat from?*
78. *Why did the climbers have to postpone the climb?*
79. *What does "half a dozen" mean?*
80. *Why can't C answer the phone?*

What is your plan for the summer holidays?  
 I'm going to visit my grandparents in the countryside.  
 They have a big house with a swimming pool and a garden.  
 I'm going to spend some time with them and enjoy the fresh air.  
 I'm also going to read some books and watch some TV.  
 I'm going to be back in school in September.

- Can you answer it?  
 C: No, I can't. I'm in the shower. I'm not wearing my clothes.  
 D: Ok, I'll answer it.  
 (later)  
 C: Who was it?  
 D: ...  
 C: What do you mean? I heard the doorbell.  
 D: Well, I opened the door, but there wasn't ... there.

- Complete the spaces, then act out the conversation.
- E: ... I borrow \$20? The check from my parents hasn't ... yet.  
 F: I'm very ... I can't lend you ... money. I'm broke!  
 E: What can I do? I need ... money. I ... to go to the supermarket.  
 F: Why ... you ask Jimmy?  
 She ... has some money.  
 E: OK. Thanks.



Expressions  
 Vocabulary  
 1. Briefly review the previous lesson.  
 2. Conversation A-B. Students work in pairs to complete the conversation.

3. Go through the answers. Read the conversation with students reading in pairs.  
 4. Silent reading of Conversation A-B.  
 5. Part work on Conversation B. Ask one of two pairs to act out the scene. Check pronunciation and intonation. Encourage students to use a wide voice range.  
 6. Conversation B-D. Follow the same procedure as for Conversation A-B.  
 7. Conversation E-F. Follow the same procedure as for Conversation A-B.  
 8. Write a short and fictional story on the postcard on the right. Ask students to read the story to the class and to give a postcard using the 'instant postcard' form. Encourage students to give a model of their own postcard.  
 9. Ask a student to read their postcard to the class.  
 10. Have students write their own postcard with themselves in the role of ...  
 11. Students exchange postcards, circle their choices and then read them aloud to the class.

This is a postcard from a store in Florida. Use it, and choose the best message for you.



*Instant Postcard*

Place Stamp Here

TO:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**INSTANT POSTCARD - 35 cents**

*It's EASY! Circle the best sentences for you, address the postcard on the other side, buy a stamp and send it home!*

Dear.....

- I've missed you a lot this week.      ● This hotel is the best I have ever stayed in.
- home very much
- the family pretty much
- my dog a little
- worst
- biggest
- ugliest

- The hotel food is not as good as the food at home. I like it here.
- worse than      don't like
- better than      love
- more expensive than      hate

- Yesterday, I went to a theme park and went on some rides.
- a shopping mall      bought souvenirs.
- a swimming pool      went swimming.
- a library      read a book.

- All of the people here are very friendly.      ● I'll write to you next week.
- None nice.
- Some rich.
- A few suntanned.      tomorrow.
- soon.
- one day.

Lots of love, .....  
Love,  
Best wishes,  
Regards,

Write a postcard like this one, but use **your** ideas.

# VOCABULARY

This index contains all the words in the Student Book, and the numbers of the pages where they first occur.

- A**  
a 1A  
a change 54  
about 19  
above 20  
accent 58  
access 59  
accident 38  
across 40  
actor 54  
actress 16  
address (n) 28  
address (v) 80  
adopt 53  
advice 46  
a few 28  
after 26  
afternoon 19  
afraid 47  
again 12  
age 29  
ago 51  
air 64  
airline 37  
airplane 3B  
airport 20  
Alaska 16  
album 57  
alcohol 54  
a little 49  
all 11  
alligator 67  
all right 35  
almost 45  
alone 32  
along 25  
a lot 10  
already 63  
always 35  
am 1A  
ambulance 53  
American 2A  
Amsterdam 65  
an 3A  
Anchorage 26  
and 1B  
animal 70  
animated 26  
angry 5B  
ankle 67  
announce 77  
announcer 77  
annual 73  
another 30  
answer (n) 32  
answer (v) 36  
any 6  
anybody 46  
anything 10  
anything else 17  
anyone 28  
anyway 39  
anywhere 74  
apartment 6  
appendix 53  
appetizer 11  
apple 3A  
application 41  
appointment 44  
April 42  
apron 8  
Aquarius 60  
Arabic 14  
architect 33  
are 1A  
area 6  
area code 59  
Aries 60  
Arizona 75  
arm 56  
army 52  
around 19  
arrive 46  
art 26  
artist 34  
as 31  
ask 22  
asleep 47  
assistance 31  
assistant 68  
astrological sign 60  
astrology 29  
astronaut 44  
at 13  
Athens 26  
athletic 14  
Atlanta 19  
Atlantic Ocean 20  
attack (n, v) 56  
attacker 56  
at the moment 65  
August 42  
aunt 60  
Australia 2B  
Australian 2B  
avenue 50  
away 47  
awful 57  
(The) Azores 26
- B**  
back  
(direction) 12  
backpack 9  
backyard 13  
bad 38  
badly 38  
bag 18  
balcony 6  
ballet 26  
ballet dancer 34  
Baltimore 8  
baked 11  
bakery 45  
banana 10  
band 29  
bank 16  
bank manager 34  
barbecue 15  
barkeeper 47  
base 20  
baseball 8  
bath 32  
bathroom 6  
battle 77  
bay 26  
be 12  
be broke 80  
beach 43  
bear 78  
beautiful 5A  
because 25  
bed 3B  
bedroom 6  
behind 25  
bee 3A  
before 36  
begin 26  
beginning 50  
Beijing 59  
bell captain 4B  
belong to 76  
below 71  
belt 24  
bend (n) 25  
Berlin 65  
Bermuda 58  
best 26  
best wishes 20  
better 68  
between 25  
beverage 11  
bicycle 9  
big 5A  
bike 57  
bill 31  
Birmingham 59  
birthday 44  
black 8  
black and white 18  
blond 78  
blouse 8  
blue 8  
blue jeans 78  
Blue Ridge Mountains 52  
board 19  
boat trip 40  
bomb 12  
bone 55  
boo (v) 77  
book 5A  
boots 8  
bored 63  
boring 73  
born 53  
borrow 19  
boss 9  
Boston 22  
both 28  
bottle 6  
bouquet 28  
bowl 10  
box 10  
boy 25  
boyfriend 37  
brain 70  
brake 55  
Brazil 1B  
Brazilian 2B  
bread 7  
break 56  
breakfast 32  
bridge 40  
bride 28  
bring 48  
British 58  
British Columbia 20  
Broadway 50  
broccoli 11  
brother 9  
brown 8  
brush (v) 35  
Brussels 65  
bubble gum 15  
bucket 63  
Budapest 65  
bud(dy) 42  
buffalo 67  
build 20  
building 20  
bullet 47  
bus 3A  
bus stop 31  
business 2A  
busily 38  
busy 21  
but 5B  
butcher 45  
butter 10  
buttered 15  
buy 25
- C**  
cab 72  
cabin 16  
cabinet 6  
cafeteria 33  
cake 11  
calculator 16  
Calcutta 59  
California 42  
call (n) 59  
call (v) 46  
calmly 47  
camera 17  
can (n) 15  
can (v) 14  
candy 15  
Canada 1B  
Canadian 26  
Canberra 59  
Cancer 60  
cap 8  
cape 8  
Cape Cod 39  
capital 20  
capital letter 41  
Capricorn 60  
car 3A  
Caracas 26  
card 41  
card number (credit) 41  
career 75  
careful 12  
carefully 38  
careless 38  
carelessly 38  
carnation 28  
carrot 11  
carry 19  
Cartagena 59  
case 19  
cashier 4B  
cassette 18  
cassette player 13  
cat 29  
catch 49  
caviar 27  
CD player 13  
cent 11  
center 20  
century 73  
cereal 33  
certainly 11  
chain 24  
chair 3A  
champagne 54  
change (v) 28  
change (n) 31  
channel 26  
Charlotte 59  
cheap 5A  
check (n) 80  
checkbook 63  
cheer 77  
cheese 10  
cheesecake 15  
chess 29  
Chicago 16  
chicken 11  
children 13  
China 2B  
Chinese 2B  
chocolate 11  
choice 11  
chrome 18  
church 20  
circle (v) 80  
city 20  
City Hall 28  
class (school) 55  
classical 29  
clean (v) 63  
clearly 61  
climate control 13  
climb (n) 78  
climb (v) 52  
climber 52  
clock 3B  
close 12  
closed (adj) 62  
clothes 17  
CN Tower 71  
coal mine 69  
coat 5B  
code 59  
coffee 2A  
coffee shop 33  
coffee table 6  
coin 31  
cola 7  
cold 5A  
college 20  
Colombia 42  
color 8  
Colorado 20  
color TV 16  
come 11  
comedy 26  
come on 35  
come out of 25  
comfortable 13  
compact disc (CD) 6  
(a) company 35  
compare 72  
complete 41  
computer 12  
concert 39  
cone 15  
conference 73

- congressman 75  
 contact 58  
 contest 54  
 contestant 34  
 contract 77  
 control (n) 76  
 convenient 68  
 cook (n) 4B  
 cook (v) 14  
 cookie 15  
 Copenhagen 65  
 corner 55  
 correct 40  
 cotton 24  
 could 7  
 county 29  
 country 48  
 cousin 67  
 cowboy 47  
 coworker 63  
 cracker 49  
 crash (v) 49  
 crazy 27  
 cream 2A  
 crowd 64  
 cry 28  
 Cuba 53  
 cup 3A  
 customs 17  
 cut 28  
 cute 57
- D**
- dad 14  
 daffodil 79  
 dairy 78  
 Dallas 59  
 dance (v) 21  
 dance (n) 39  
 danger 26  
 dangerous 58  
 dark 24  
 database 73  
 date (v) 29  
 date 41  
 (a) date 44  
 date of birth 41  
 daughter 9  
 day 32  
 dear 20  
 December 41  
 deck 71  
 declare 17  
 degree 60  
 denim 24  
 dentist 34  
 Denver 20  
 departure 19  
 design (v) 68  
 desk 46  
 desk clerk 4A  
 dessert 11
- destination 19  
 destroy 52  
 Detroit 59  
 dial 59  
 diamond 24  
 dictate 32  
 dictionary 23  
 die 53  
 diet (adj) 7  
 different 35  
 difficult 22  
 digit 60  
 dime 31  
 diner 27  
 dining room 6  
 dinner 28  
 diploma 34  
 direct (adj) 59  
 director 50  
 Directory  
   Assistance 59  
 disabled 52  
 discount 41  
 discover 58  
 dish 27  
 dishwasher  
   (machine) 6  
 dishwasher  
   (person) 27  
 dislike (v) 29  
 divorced 29  
 dizzy 71  
 doctor/Dr. 34  
 dollar 11  
 do 12  
 dog 29  
 door 3A  
 doorbell 80  
 down 2A  
 downtown 45  
 dozen 79  
 draw 21  
   (a) dress 5A  
 drink (v) 21  
 drink (n) 44  
 drive (v) 28  
 driver 38  
 driver's license  
   41  
 drop 56  
 drugstore 45  
 drummer 77  
 dull 65  
 during 69  
 dust 69
- E**
- ear 63  
 early 58  
 earn 69  
 earth 44  
 earthquake 52
- earrings 24  
 easy 80  
 eat 21  
 eat in 15  
 economical 68  
 education 60  
 egg 3A  
 eight 19  
 eighteen 19  
 eighth 65  
 eighty 11  
 either 62  
 elevator 71  
 elbow 63  
 election 26  
 electrical  
   engineer 53  
 electrician 34  
 electronic 76  
 elementary  
   school 60  
 elephant 48  
 eleven 26  
 emigrate 53  
 employ 42  
 employee 38  
 empty 5A  
 end 47  
 engaged 30  
 engine 13  
 England 2B  
 English 2B  
 enjoy 46  
 enormous 15  
 enough 64  
 entrance 40  
 entree 11  
 envelope 18  
 equipment 76  
 E.S.L. (English  
   as a Second  
   Language) 41  
 Europe 42  
 evening 18  
 even-numbered  
   60  
 every 33  
 everybody 35  
 everyone 28  
 everything 14  
 everywhere 20  
 exam 55  
 example 3A  
 excellent 20  
 excitement 64  
 Excuse me 2A  
 expect 59  
 expedition 78  
 expensive 5A  
 experience 49  
 expiration date  
   41
- external 59  
 extra 15  
 eye 74
- F**
- face 56  
 factory 16  
 fail 78  
 family 13  
 famous 13  
 fall (season) 60  
 fall down (v) 50  
 fall in love 75  
 fan (person) 16  
 fantastic 12  
 far 31  
 farm 78  
 farmer 29  
 fashion 24  
 fast 12  
 father 9  
 favorite 26  
 fax machine 13  
 February 42  
 feel sorry for 69  
 female 56  
 field 78  
 fifth 50  
 filet 11  
 filet mignon 54  
 fill out 29  
 film (n) 42  
 film (v) 54  
 final 55  
 finalist 77  
 find 12  
 fine 1B  
 finish 46  
 finger 67  
 (a) fire 67  
 fire (v) 47  
 fire fighter 8  
 first 12  
 fish (n) 49  
 fish (v) 29  
 five 17  
 flag 61  
 flavor 15  
 flight (n) 19  
 flight attendant  
   4B  
 (ice-cream) float  
   15  
 floor 62  
 floor plan 6  
 Florida 20  
 flower 28  
 (the) flu 67  
 fly (n) 3A  
 fly (v) 28  
 folk music 29  
 food 20
- foot 55  
 football 14  
 for 6  
 For how long?  
   39  
 foreign 29  
 forget 50  
 fork 3A  
 form 29  
 fortress 20  
 four 11  
 fourteen 4A  
 fourth 38  
 France 1B  
 franks and  
   beans 54  
 free 46  
 free-standing 71  
 free time 36  
 freezer 10  
 French 2B  
 french fries 11  
 fresh 18  
 Friday 31  
 fridge 72  
 fried 11  
 friend 18  
 friendly 43  
 from 1B  
 front 12  
 frozen 15  
 fruit 15  
 full 5A  
 full-time 60  
 fun 26  
 funny 7
- G**
- gallery 71  
 game 11  
 game room 43  
 gas 49  
 gate 19  
 gazette 78  
 Gemini 60  
 general 29  
 gentleman 24  
 geography 68  
 Georgia 77  
 German 14  
 get 12  
 get dressed 32  
 get in(to) 28  
 get married 75  
 get up 32  
   (a) gift 79  
 gift shop 73  
 girl 5A  
 girlfriend 27  
 give 12  
   (a) glass 3A
- glasses 51  
 go 12  
 go ahead 54  
 go around 40  
 going to (do) 27  
 gold 12  
 Golden Gate  
   Bridge 66  
 golf 29  
 golf bag 19  
 golf course 43  
 good 5B  
 good-bye 33  
 good afternoon  
   19  
 Good evening  
   4A  
 Good morning  
   17  
 Good night 18  
 (a) good time 27  
 gown 28  
 graduate (v) 53  
 grandfather 69  
 grandparent 43  
 gray 8  
 great 12  
 green 8  
 Greenland 26  
 groom 28  
 ground 71  
 guess 60  
 guest 37  
 guard 78  
 guitar 19  
 guitarist 77  
 gun 47  
 guy 50
- H**
- hair 53  
 haircut 44  
 hairdresser 62  
 half 20  
 ham 11  
 hamburger 10  
 hamburger  
   place 33  
 hand 28  
 handsome 14  
 happen 26  
 happily 38  
 happy 13  
 hard (adv) 38  
 hardly ever 35  
 hat 8  
 hate 58  
 have 7  
 Hawaii 67  
 he 1A  
 head 56  
 health club 43

healthier 68  
hear 20  
heavily 52  
heavy 19  
heights 71  
heel 31  
hello 1A  
help 12  
her 4B  
here 2A  
hers 18  
Here you are 7  
hi 1B  
high 64  
high school 56  
high-security 62  
(The) Himalayas 78  
his 4B  
history 60  
hit 56  
hobby 29  
hold 28  
Hollywood 16  
home 26  
homemaker 29  
homework 22  
honey 10  
honeymoon 28  
hope (v) 44  
horror movie 36  
hospital 52  
hot 5A  
hotel 4B  
hour 38  
house 3B  
housekeeper 4B  
Houston 59  
How about 15  
How are you 1B  
How do you do 8  
How long 39  
How many 10  
How much 7  
How often 36  
human 70  
hundred 14  
hungry 5B  
hurry 47  
hurt 74  
husband 9

**I**  
I 1A  
ice cream 10  
iced 72  
ID (identification) 41  
idea 80  
I'd like 11  
immediately 55  
important 20  
in 6

include 79  
India 48  
Indonesia 59  
indoors 71  
industrial 72  
in fact 53  
information 19  
in front of 25  
ink 41  
instant 80  
instruction 12  
intelligent 68  
interesting 48  
international 26  
interview (n, v) 32  
into 25  
invention 68  
inventor 68  
investigate 53  
investigation 56  
(an) iron 3A  
iron (v) 63  
is 1A  
island 75  
Istanbul 79  
it (pronoun) 3A  
Italy 42  
Italian 14  
item 76  
its 35

**J**  
jacket 8  
Jakarta 59  
Jamaica 58  
January 42  
Japan 1B  
Japanese 2B  
jar 10  
jazz 20  
jeans 9  
jewel 78  
job 4B  
join 69  
journey 44  
judge (n) 77  
juice 33  
July 41  
jump 12  
June 42  
just 23

**K**  
Kansas 8  
karaoke 35  
Kennedy Space Center 51  
ketchup 7  
key 3A  
kid (n) 13  
kid (v) 27  
kill 47  
kind (adj) 79

kind (n) 44  
kingdom 51  
kitchen 6  
kiss (v) 33  
knee 67  
knife 3A  
know 18  
Korea 41  
Kyoto 59

**L**  
ladder 12  
lady 24  
lake 29  
Lake Champlain 39  
land (v) 61  
landing 76  
language 14  
laptop computer 76  
large 6  
last 7  
late 5B  
later 22  
laugh 50  
lazily 38  
lazy 38  
learn (v) 80  
learner 38  
leather 24  
leave 27

left (direction) 12  
left (remaining) 74  
leg 56  
legend 47  
leisure time 39  
lemon 3A  
lemonade 7  
lend 62  
Leo 60  
less 68  
lesson 44  
Let's see 17  
letter (mail) 22  
level 12  
Libra 60  
library 41  
lie (n) 35  
lie (v) 25  
life 16  
lifeboat 49  
lifeguard 8  
light (color) 24  
like 29  
lime 7  
limo 13  
line 25  
line (telephone) 59  
lined 18  
Lisbon 65

listen 12  
little 27  
live (adj) 26  
live (v) 39  
living (n) 60  
living room 6  
lobster 27  
local 59  
lock (v) 56  
London 2B  
lonely 22  
long 5A  
long (time) 73  
long distance 59  
look 6  
look at 4B  
look for 29  
Los Angeles 2A  
lose 26  
lost 40  
lots 26  
lottery 75  
love 30  
lovely 18  
love scene 50  
lucky 27  
luggage 19  
lunch 32  
lunchtime 72  
luxury 75

**M**  
ma'am 5B  
machine 68  
Madrid 65  
magazine 6  
magic 51  
magician 12  
mail (v) 29  
major (v) 53  
make (n) 23  
make (v) 24  
male 56  
man 5A  
manager 4B  
Manchester 53  
map 19  
Maracaibo 59  
March 42  
marital status 29  
market research 36  
married 16  
marry (v) 53  
mask 8  
match (n) 49  
math 68  
may 17  
May 42  
maybe 39  
mayor 52  
me 12  
mean (v) 44  
meaning 60  
meat 10  
mechanic 4B  
medicine 52  
medium (cooking) 11  
meet 27  
meeting 59  
member 77  
membership 41  
menu 11  
message 59  
meter 20  
Mexican 2B  
Mexico 1B  
Mexico City 19  
Miami 51  
microwave oven 76  
middle 60  
middle-aged 55  
midnight 33  
mile 51  
military 20  
milk 7  
milk shake 15  
million 20  
mine (adj) 18  
mineral water 15  
Minneapolis 19  
Minnesota 29  
minute 19  
mirror 63  
miss (v) 40  
Mission Control 61  
Mississippi River 20  
mist 29  
mixed 11  
model (thing) 23  
model (person) 24  
modern 20  
mom 14  
moment 59  
Monday 31  
money 13  
Monterrey 41  
month 43  
Montreal 19  
moon 44  
mop 63  
more 14  
morning 19  
mosquito 3A  
motorcycle 16  
mother 9  
mother-in-law 27  
motorcycle 68  
mountain 52  
move 42  
movie 25

Mr. 4A  
Mrs. 4A  
Ms. 6  
much 20  
mug 18  
mushroom 10  
music 20  
musical 50  
mustache 25  
mustard 7  
my 4A  
my own 35

**N**  
name 4A  
Nantucket Island 39  
national 77  
nationality 58  
nature 70  
near 20  
necklace 24  
need 30  
neighbor 67  
neither 77  
nervous 77  
never 35  
new 5A  
New Age 29  
New Orleans 19  
news 26  
newspaper 12  
New York 2B  
New Zealand 59  
next 27  
Niagara Falls 19  
nice 6  
nickname 60  
night 36  
night school 67  
nine 26  
ninety 51  
ninth 34  
no 1A  
nobody 46  
noise 64  
noisily 38  
noisy 38  
none 77  
nonsense 68  
noon 31  
normal 18  
normally 54  
North America 20  
North Carolina 78  
not 1A  
not any 74  
notepad 18  
nothing 33  
November 42  
now 12

nowadays 69  
no way 35  
nowhere 74  
number 4A  
nurse 16  
nursing 53

**O**  
Oakland 19  
obey 69  
observation 71  
occasion 79  
occasionally 35  
occupation 29  
ocean 43  
o'clock 19  
October 42  
odd-numbered 60  
of 11  
of course 19  
office 33  
officer 17  
often 35  
oh 1A  
oil 10  
OK 7  
old 5A  
omelet 11  
on 2A  
once 36  
one 12  
onion 10  
only 30  
open 12  
opera 35  
operator 59  
opposite 55  
or 13  
orange 3A  
orange (color) 8  
orchestra 37  
orchestra pit 50  
ordinary 32  
Oregon 42  
Orlando 19  
Osaka 41  
our 4A  
ours 18  
out 12  
outdoors 71  
out of 25  
outside 25  
other 39  
Ottawa 19  
over 56  
over here 23  
overseas 67  
over there 4A  
own 35  
owner 78  
Oxford 59

**P**  
Pacific Ocean 49  
package 51  
paint (v) 14  
painting 58  
pair 15  
palm 58  
Palm Beach 51  
pants 8  
paramedic 53  
Pardon me 2A  
parent 28  
Paris 2B  
parking garage 62  
parking lot 31  
parkway 40  
party 18  
pass 7  
passport 16  
past 57  
patient (n) 52  
pay (v) 41  
pay attention 55  
pea 10  
pen 3A  
pencil 63  
Pennsylvania 69  
penny 31  
pension 69  
people 25  
pepper 7  
percent 41  
performance 50  
performer 50  
perfume 17  
person 68  
personal 29  
personal stereo 23  
Philadelphia 59  
phone book 7  
phone card 76  
phone number 7  
photocopy 46  
photograph 41  
photographer 42  
photography 57  
physics 55  
piano 14  
picnic 44  
picture 20  
pie 11  
(a) piece of 15  
pilot 4B  
pink 8  
Pisces 60  
pitcher 10  
pizza 10  
place (n) 27  
plain 18  
plan 58  
plane 5B  
plate 3A

play (v) 14  
player 8  
plaza 40  
please 2A  
pocket 63  
police officer 4B  
**police station** 78  
politician 75  
polite 54  
pollution 64  
(swimming) pool 13  
pool (game) 45  
pool hall 45  
popcorn 15  
population 20  
portable 17  
possible 31  
postcard 20  
post office 31  
postpone 78  
potato 11  
potato chips 25  
practice 22  
Prague 65  
prefer 64  
present 60  
presentation 73  
president 37  
press 12  
pretty often 36  
price 23  
princess 12  
principal (adj) 65  
principal (n) 56  
prison 27  
private 42  
prize 54  
problem 31  
program 26  
public 35  
pull 47  
(a) pull 54  
purple 24  
purse 3A  
put 19

**Q**  
quarter (money) 31  
quarter after 26  
quarter to 26  
question (n) 22  
question (v) 56  
questionnaire 36  
quick 12  
quickly 55  
quiet 57

**R**  
radio 3B  
rag 63  
rain 20

raincoat 15  
raise (v) 61  
rare (cooking) 11  
reach 78  
read 21  
ready 72  
real 32  
really 14  
Realtor 6  
reception 28  
recommend 79  
record (v) 54  
recreation 41  
red 8  
Red Cross 52  
refrigerator 6  
regards (n) 80  
regular 7  
rehabilitation 52  
relative 28  
remember 42  
remove 53  
rent (n) 64  
rent (v) 27  
repair 31  
repeat 40  
reply (v) 47  
report (n) 26  
reporter 32  
regular 6  
regulation 76  
relative 28  
require 59  
rescue 49  
reserve 58  
reserved 74  
rest (v) 32  
restaurant 20  
result 77  
retire 69  
reward 78  
rice 10  
rich 13  
ride (n) 79  
ride (v) 48  
right (direction) 12  
right (correct) 17  
right behind 55  
right here 10  
right now 37  
right there 10  
ring (n) 17  
Rio de Janeiro 26  
river 20  
road 55  
roast beef 11  
rob 27  
robbery 78  
robot 12  
rock (music) 13  
rock (stone) 78

Rocky Mountains 20  
roll (n) 45  
Rome 26  
room 4A  
rose 79  
royal 26  
rubber 49  
rug 6  
run 21  
runaway 78  
running shoes 24  
rush 47  
Russia 2B  
Russian 2B

**S**  
sad 5B  
sadness 29  
safe 68  
Sagittarius 60  
salad 11  
salad dressing 7  
salary 34  
sales division 35  
salt 7  
salted 15  
saloon 47  
San Diego 59  
sandwich 15  
San Francisco 36  
São Paulo 41  
Sarasota 51  
Saturday 35  
save 12  
scene 25  
school 33  
science 68  
scientist 34  
Scorpio 60  
sea 20  
seafood 20  
search (v) 53  
search party 52  
seat 19  
Seattle 26  
secretary 4B  
security guard 42  
see 17  
sentence 80  
sensational 78  
Seoul 41  
September 42  
serious 44  
service (n) 29  
send 52  
series 78  
seven 15  
shake hands 77  
shave 44  
she 1A  
shelf 3A

sheriff 47  
shine 48  
ship 49  
shirt 8  
shoe 8  
shop (v) 23  
shopping bag 51  
shopping mall 31  
short 5A  
short time (ago) 51  
shorts 8  
shot 26  
shotgun 78  
shoulder 67  
shout 25  
show (n) 26  
show (v) 23  
shower (bath) 35  
side 40  
side dish 11  
sign 46  
signature 29  
silk 24  
silly 72  
silver 20  
since 75  
sing 21  
singer 35  
single 29  
sink 6  
sister 9  
sit 19  
sit down 2A  
sit up 57  
sir 4A  
sirloin 11  
six 17  
sixteen 19  
sixty 26  
sixty-five 69  
size 15  
ski 14  
ski slope 42  
skirt 8  
Skylon Tower 40  
sleep 21  
slow 13  
slowly 38  
small 5A  
smart 14  
smile (v) 28  
snack 44  
snail 67  
sneakers 9  
snow 52  
so 41  
soccer 8  
socks 24  
soda 7  
sofa 6  
software 73  
soldier 12



sole (fish) 11  
sole (shoe) 31  
some 6  
somebody 56  
something 35  
sometimes 35  
somewhere 74  
son 9  
song 35  
soon 20  
sorry 4A  
soup 11  
souvenirs 48  
space 44  
(a) space 6  
spaghetti 35  
Spain 2B  
Spanish 2B  
spare time 36  
speak 14  
special 26  
speech 28  
spend 23  
spinach 11  
sponge 63  
spoon 3A  
sport coat 24  
sports 20  
spot 63  
spring (season)  
60  
squad 26  
stamp 80  
stand 25  
stand up 21  
star (person) 13  
start 53  
state 20  
St. Augustine 20  
stay 15  
steak 11  
steal 78  
steering wheel  
13  
steps 25  
still 75  
St. Louis 19  
Stockholm 65  
stolen 78  
stop 12  
store 43  
story 53  
story (building)  
71  
stove 6  
St. Paul 59  
straight ahead  
40  
strange 46  
straw 7  
strawberry 11  
street 26  
stretch 13  
striped 24

strong 5A  
structure 71  
student 1A  
studio 51  
study 23  
stuffed 11  
stylish 8  
subject 60  
successful 75  
suddenly 55  
sugar 2A  
suggestion 72  
suit 77  
suitcase 4A  
summer 20  
sun 43  
Sunday 35  
sunglasses 9  
suntanned 80  
supermarket 31  
superstar 16  
supper 44  
sure 7  
surprise (n) 79  
survivor 49  
sushi 67  
suspect 78  
sweater 15  
sweetener 7  
swim 14  
swimmer 38  
Swiss 49  
Sydney 53  
sympathetic 69  
symphony 37  
system 13

**T**  
table 3A  
tablet 44  
tail 67  
Taipei 59  
Taiwan 59  
Taj Mahal 48  
take 19  
takeoff 76  
take out 15  
tall 5A  
talk 22  
Tampa 51  
tan 24  
Taurus 60  
taxi 3A  
taxi driver 4B  
taxi stand 31  
tea 7  
teach 23  
teacher 1A  
team 26  
teenage 55  
teenager 78  
teeth 35  
telephone (n) 6  
telephone (v) 46

telephone booth  
31  
television 6  
tell 28  
ten 13  
tennis 14  
tennis court 16  
terrible 5B  
test pilot 49  
Texan 66  
Texas 66  
textbook 23  
than 68  
Thank goodness  
51  
thanks 1B  
Thanksgiving 39  
Thank you 2A  
that 4A  
That's right 12  
the 1B  
theater 25  
their 4B  
them 12  
theme park 51  
then 28  
there 6  
There you go 7  
the same 53  
these 4A  
they 2B  
thick 5A  
thief 78  
thin 5A  
thing 30  
think 31  
thirsty 5B  
thirty 11  
this 4A  
those 4A  
thousand 66  
three 13  
throw 28  
Thursday 31  
ticket 19  
tie (n) 24  
tights 8  
time 19  
timetable 19  
tired 5B  
title 23  
title (Mr./Ms.)  
43  
tomato 10  
to 12  
toast 33  
today 22  
toe 67  
tomorrow 19  
tone 59  
tonight 22  
too 2A  
(a) top 8  
top (adj) 29

Toronto 26  
touch 12  
tour (v) 48  
tourism 20  
toward 47  
towel 3B  
town 8  
track 19  
traffic light 31  
train 3A  
travel (n) 19  
travel (v) 34  
tree 58  
trivia 70  
truck 3A  
truck driver 33  
try 54  
try on 15  
T-shirt 8  
Tuesday 35  
tube 44  
tulip 79  
tuna 18  
turn (n) 70  
turn (v) 31  
turn off 12  
turn on 12  
tuxedo 28  
twelve 69  
twenty 41  
twenty-five 33  
twice 12  
twin 53  
two 6  
TV 12  
type (v) 21

**U**  
ugly 5A  
umbrella 3A  
uncle 60  
uncomfortable  
13  
under 6  
understand 22  
unhappy 22  
uniform 8  
United  
Kingdom 59  
United States 1B  
university 20  
until 32  
up 12  
us 35  
U.S.S.R. 70  
usually 35

**V**  
vacation 2A  
vacuum cleaner  
12  
Vancouver 19  
vanilla 11

vase 5A  
VCR 6  
vegetable 11  
vegetarian 29  
Venezuela 59  
Venice 48  
very 5B  
victim 56  
(a) video 54  
videocassette 6  
Vienna 65  
view 71  
viewer 32  
vinegar 10  
violin 37  
violinist 37  
Virginia 52  
Virgo 60  
visit 20  
vote (v) 77

**W**  
wait for 25  
waiter 4B  
wake up 32  
walk (v) 12  
walk (n) 32  
walker 38  
wall 63  
want 23  
warm 5B  
wash 22  
Washington,  
D.C. 19  
watch (n) 3A  
watch (v) 22  
water 10  
wave (v) 54  
way 62  
we 2A  
weak 5A  
wear 24  
weather 20  
wedding 28  
Wednesday 31  
week 27  
weekend 34  
weight 49  
welcome back  
44  
well 5A  
well (adv) 38  
well-done  
(cooking) 11  
Wellington 59  
West Virginia 69  
Western (movie)  
22  
wet 68  
whale 70  
what 3A  
What time 26  
What's the  
matter 46

wheel 13  
when 19  
where 1B  
which 11  
which one 18  
white 8  
White House 37  
White  
Mountains 39  
who 8  
whose 9  
why 20  
why don't 72  
why not 35  
wide 20  
widowed 29  
wife 9  
wig 54  
wildcat 78  
win 75  
window 3A  
Winnipeg 19  
winter 20  
with 11  
without 62  
woman 5A  
wonderful 14  
woods 16  
wool 24  
word 22  
work (n) 36  
work (v) 21  
worker 35  
work record 60  
world 70  
World Series 26  
World War II 69  
worried 51  
worse 71  
worth 78  
would like 11  
Wow 9  
wrist 67  
write 21  
wrong 19

**X Y Z**  
yacht 75  
yeah 27  
year 26  
yellow 8  
yes 1A  
yesterday 42  
yet 63  
yogurt 15  
you 1B  
young 5A  
your 4A  
You're welcome  
4A  
yours 18

# IRREGULAR VERBS

Infinitive form	Past tense	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent

Infinitive form	Past tense	Past participle
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

# SUGGESTIONS FOR FURTHER ACTIVITIES

## Unit 6

**1.** Ask students to draw diagrams of their own apartments or houses. They then work in pairs asking and answering questions about each other's homes. They should not show their partners the diagrams until they have finished; e.g., *Is there a balcony? Are there ten bedrooms?* etc.

**2.** Each student draws a diagram of one room in his/her home, with items of furniture labeled on the diagram. Students ask and answer in pairs as in 1. They also have to guess which room it is, e.g.:

S1: *Is there a table?* S2: *Yes, there is.* S1: *Are there any chairs?* S2: *Yes, there are.* S1: *Is there a clock?* S2: *Yes, there is.* S1: *Is it the living room?* S2: *No, it isn't,* etc.

**3.** Ask questions, e.g., *In your house, where's the telephone? Where are the bookshelves? Where's the coffee?* Students continue in pairs. They can make notes of their answers and use them to report back to the class, e.g., S1: *Kenji's telephone is in the kitchen. His bookshelves are in the living room,* etc.

## Unit 8

**1.** Game: *What is it?* Students think of an object in the classroom, and state its color, e.g., blue. Others try to guess what it is.

S1: *Blue.* S2: *Is it Maria's blouse?* S1: *No, it isn't.* S3: *Is it Yumi's pen?* etc. This can be continued in pairs.

**2.** Game: *Who is it?* T: *His jacket's blue, his shirt's white, and his socks are red. Who is it?* S: *It's Juan!* Students continue in pairs.

## Unit 10

Ask students to draw two columns. Use the countable and uncountable noun symbols from step 12 (which you can draw on the board) as headings. Call out words. Students put them into the appropriate columns, e.g., *tea/banana/egg/cheese/butter/apple/orange/rice/water/hamburger/bottle of soda/onion/oil/jar of coffee/mushroom/pea/tomato/spaghetti.*

This can be done in teams. Assign points for each correct answer. Encourage students to work faster and faster to provide challenge.

## Unit 12

**1.** Ask students to list the instructions they have heard the teacher use in class, e.g.: *Look. Listen. Listen and repeat. Write this. Come here. Work in pairs. Ask him. Ask me. Don't talk. Don't look at your books,* etc.

**2.** Role play. Bring a student to the front of the class to role play the teacher. The class obeys his/her instructions.

## Unit 14

**1.** Refer students to pictures in previous units, e.g., T: *Look at Unit 9. What can you see in the picture?* to elicit S: *I can see....*

**2.** Game: *I can see something beginning with....* Demonstrate the game. T: *I can see something beginning with T.* S1: *You can see a table.* T: *No.* S2: *You can see the teacher.* T: *No.* Continue until someone guesses correctly. Then students play the game in groups or pairs.

**3.** Game. List ten skills on the board, e.g., *swim/type/play the piano/paint/speak Arabic/cook/play football/dance/drive/speak French.*

Students copy the list and go around asking each other the questions, e.g., *Can you swim?* until they have three *Yes, I can* and three *No, I can't* answers and have noted the names of the students who gave them. The teacher then calls out the name of a student. The class gives any information it has about that person's skills or abilities, referring to the notes they have made.

## Unit 16

**1.** Role play. Students work in pairs. Student A role plays a car salesman/woman, Student B role plays someone selling a house. Student A writes a list of the car's features, e.g., *It has a radio, a CD player, climate control, power windows,* etc. Student B writes a list of the features of the house, e.g., *It has three bedrooms, a backyard, a swimming pool, a porch, a modern kitchen, a big bathroom,* etc. Student B asks Student A questions about the car, e.g., *Does it have four doors? Does it have a radio?* etc. Student A asks Student B about the house, e.g., *Does it have a big living room?* etc.

**2.** Find the difference. You will need two pictures of the same scene, preferably with people, in which slight differences can be observed. Such pictures can be found in magazines or can be prepared by the teacher. Give students time to study the pictures. They then comment on the differences, e.g., *The man in picture 1 has a watch. In picture 2 he doesn't have a watch,* etc. Students can do this as a class or in pairs, and orally or in writing.

## Unit 18

**1.** Put a chart on the board of the personal pronouns and possessive adjectives. Begin with *I me my mine.* Students complete the chart with the forms of the other pronouns and adjectives, beginning with *you/he/she/it/John/we/they.*

**2.** Students take turns making oral sentences for each form. This can be done in teams, with each team scoring a point for each correct sentence.

## Unit 20

**1.** Students bring in photographs or postcards of their towns and cities, stick them on large sheets of paper and write captions below the photos. These could then be put on the wall. Student "postcards" (from step 25) could then be mounted next to the appropriate picture.

**2.** Write these scrambled addresses on the board. Have students write them out in the correct order.  
*326 Pinehill Drive/Dean Cortez/California/94010/Hillsborough/USA  
Austin/USA/1430 Cochise Trail/Texas/79734/Mrs. L. Sabino  
Mr. & Mrs. Dale/USA/2738 Altivo Way/Arizona/85016/Phoenix*

**3.** Quiz: Find the opposite. Have students number their papers 1–12. Dictate these adjectives:  
*cold/easy/small/full/weak/expensive/boring/bad/black/rich/young/beautiful.*

Now dictate these adjectives in a second column:  
*good/difficult/hot/exciting/large/old/poor/empty/ugly/strong/white/cheap.*

Have students match the opposites in the two lists.

**4.** Pair Work. Students bring in postcards or pictures of towns or cities they have at home. They describe the pictures to each other. (Students can use their postcards from 1, or bring in new ones.)

## Unit 21

**1.** Scrambled words. Write these scrambled spellings of words on the board:

*wnad* (draw), *gnsi* (sing), *cnaed* (dance), *sti* (sit), *mwsj* (swim), *tae* (eat), *drae* (read), *ocok* (cook), *unr* (run), *eply* (type), *esple* (sleep), *wrok* (work), *nirdk* (drink), *ewtir* (write)

Students work in pairs to unscramble them.

**2.** Mime quiz. Refer students to the list of verbs ("Look at these words"). Students work in pairs. Student A chooses a verb and mimes the action. Student B writes down the verb in its continuous form. This can also be done by one student in front of the class.

**3.** Make three columns on the board to represent the three spelling rules: *work write sit*. Dictate the verbs from the lesson and have students write each in its correct column along with its *-ing* form. This can be done with teams writing on the board, winning points for each correct spelling.

## Unit 22

**1.** Prepare two sets of five cue cards with these words on them:

Set 1: *drink/watch/wash/write/type*

Set 2: *walk/read/carry/talk/cook*

Select five students and give them one card each. The five students stand in front of the class and simultaneously mime the actions suggested on the cue cards. The teacher asks questions, e.g., T: *Who's drinking?* to elicit S: *Maria is, etc.* Then say to the student who is miming, T: *What are you drinking?* The class tries to guess the correct answer before the student tells them.

**2.** Prepare a set of flash cards showing actions to generate further practice, either with the whole class or in pairs, e.g., (flash card shows woman playing tennis) T: *Is she playing basketball?* C: *No, she isn't.* T: *Ask what?* S1: *What's she playing?* S2: *She's playing tennis.*

**3.** Word Association. Call out nouns. Students write down the first word that comes into their minds, e.g., T: *book*. S: (writes) *read*.

Continue:  
*television/magazine/cola/hamburger/question/dishes/letter/bag/car/homework/golf/picture/door/postcard.*

Check their answers and draw a chart of the results, using the nouns as column headings. Students with unexpected associations have to justify them by making a sentence.

## Unit 24

**1.** Each student writes a description of someone in the class. Call on a person to read his/her description and be careful not to look at the person being described. The class can ask further questions after hearing the description, e.g., *Is she wearing earrings?* The class guesses who it is.

**2.** Role play. Bring in articles of clothing and use them for a role play in a clothing store. Student A role plays the customer and asks questions. Student B role plays the salesperson and gives information.

**3.** Scrambled words. Write these scrambled names of materials on the board:

*olgd* (gold), *wolo* (wool), *relathe* (leather), *tncoot* (cotton), *skil* (silk), *evlirs* (silver), *nmiaodd* (diamond).

Students work in pairs to unscramble them.

**4.** Word Association. Call out nouns. Students write down the first noun they think of, e.g., T: *diamond*. S: (writes) *ring*. Continue: *cotton/leather/polyester/silver/denim/gold/wool*. Check the answers and draw a chart of the results, using the nouns as column headings. Students with unexpected associations have to justify them by making a sentence.

## Unit 27

**1.** Pair Work. Ask students to write down five things that they are going to do after school today. Students work in pairs and ask *Yes/No* questions to discover what's on their partners' lists, e.g., *Are you going to watch television? Are you going to play tennis?*

**2.** Role play. T: *You have the winning ticket in the State Lottery. You are going to get \$2,000,000. Write down ten things you are going to do.* Students work in pairs or groups, role playing the winner and a/some journalist(s) interviewing the winner about his/her intentions.

## Unit 28

**1.** Role play. Students work in groups. One is a photographer at a wedding. The others choose roles and the photographer arranges them for a wedding photograph.

**2.** Game. Prepare some cue cards with occupations on them, e.g., *teacher, hotel receptionist, cook, waiter, pilot, flight attendant, police officer, taxi driver, football player, mechanic, doctor, nurse, actor, customs officer, salesperson, model*, etc. Give a card to a student, who comes out and says four things that he/she is going to do tomorrow. The class then asks six direct questions starting with *Are you going to...?* The class must guess the occupation.

## Unit 29

**1.** Class survey. Students separate into groups. Each student chooses a topic, e.g., food, music, recreation, drink, color. Each group makes a list of five questions starting with *Do you like...?* E.g., Music: *Do you like jazz? Do you like rock 'n' roll? Do you like opera? Do you like classical music? Do you like New Age music?*

Then the members of each group ask the other students in the class their questions, and the group makes a chart of the results, e.g., *Jazz — 15 Yes. 7 No.*

**2.** Each student chooses another student and writes down five impressions of his/her likes and dislikes. They then interview the student and report back on his/her actual likes and dislikes.

## Unit 32

**1.** Group work. Students work in groups of four. Student A interviews Student B about his/her daily routine, while Student C interviews Student D about his/her daily routine. Students then switch roles and Student B questions Student C about D's routine, while Student D questions A about B's routine.

**2.** Role play. Students role play a similar conversation between a journalist and a famous person, e.g., Janet Jackson, Robert DeNiro, the President of the United States, the principal of the school.

(continued)

**3.** What do they do? Call out a list of jobs. The students have to write or say what someone with that job does, e.g.:  
T: *a secretary*. S: *A secretary types letters/works in an office/answers the phone.*  
Continue: *a student/a police officer/a teacher/a flight attendant/an actor/a customs officer/a cook/a reporter/a taxi driver/a receptionist/a mechanic.*

### Unit 35

**1.** Scrambled words. Write these scrambled spellings of frequency adverbs on the board:  
*tfneo* (often), *uuaysll* (usually), *enrev* (never), *yswala* (always), *esmsmitoe* (sometimes), *ldrhay veer* (hardly ever), *lconyasiocla* (occasionally)  
Students work in pairs to unscramble them.

**2.** Pair Work. Students interview each other about their daily habits. Each student asks seven questions, using each frequency adverb once, e.g., *Do you usually drink coffee with breakfast?*

**3.** Students make sentences about other members of the class and/or the teacher using frequency adverbs, e.g.:  
T: *Maria*. S1: *Maria always wears jeans*. S2: *Maria usually comes late*. T: *Pablo*. S1: *Pablo never listens to the teacher*. S2: *Pablo hardly ever does his homework*.

### Unit 36

**1.** Class survey. Students work in groups to make a questionnaire. Each group chooses a different topic, e.g., food, hobbies, vacations, etc., using the questionnaire in the Student Book as a model. They then interview students from other groups or another class, or (in an English-speaking country) members of the public, and complete a number of questionnaires. The group makes a chart of the information, reports back, and discusses the results.

**2.** Game: Guess the student. Make a number of statements about a particular student, e.g., T: *He often wears a blue shirt. He rarely smiles. He always does his homework. He usually wears a tie. He always answers first. He sometimes helps me. Who is he?*  
Students guess. After two or three examples, have students prepare similar sequences of statements and conduct the game. This activity can also be done in pairs or groups.

### Unit 38

**1.** Pair Work. Each student makes a list of five things he/she does well and five things he/she does badly. Students question each other to find out what is on their lists.

**2.** Scrambled words. Write these scrambled spellings of adverbs of manner on the board:  
*lewll* (well), *sfta* (fast), *ldyba* (badly), *radh* (hard), *wllsyo* (slowly), *lufreaycl* (carefully), *llsseeyrac* (carelessly), *inylsio* (noisily), *uiylsb* (busily), *pyhialp* (happily)  
Students work in pairs to unscramble them.

**3.** Invention. Give adjectives as prompts. Students transform them into adverbs and make sentences, e.g., T: *good*. S1: *I speak English well*. S2: *My mother drives well*. S3: *I don't play football well*, etc.  
Continue: *bad/slow/careful/careless/fast/hard/happy/busy/noisy*.

### Unit 39

**1.** Pair Work. Have students ask questions in pairs using the model A-B.

S1: *What are you doing tonight?/this weekend?/tomorrow?/on Saturday?/next week?* to elicit:

S2: *I'm playing tennis/going to a party/going to a wedding*, etc.

Encourage students to develop the conversations by asking more questions, e.g., *Where are you playing tennis? What time? Who with?* etc.

**2.** Pair Work. Each student writes a diary for the week, e.g., Tuesday—*tennis 4:00*. Students then work in pairs asking about each other's diaries, e.g.:

S1: *What are you doing on Tuesday afternoon?*

S2: *I'm playing tennis*.

**3.** What can you say? Ask students to respond to these situations, e.g.:

T: *Ask someone to a party*.

S: *Maria, would you like to come to a party?*

Continue: *Say thank you*.

*Ask to borrow a book*.

*Ask to see a CD in a store. Ask about the price*.

*Ask about an empty seat in a restaurant*.

*Ask about the name of an English-language book or dictionary*.

**4.** Expand 3. T: *You don't want to go on a date. What can you say?* Write student responses on the board. Students role play, using the suggestions. They may decide which excuses are best.

**5.** Role play. Bring in some music. Have students invite a partner to dance and make small talk in English using conversation E-F as a model.

### Unit 42

**1.** Write five times on the board, e.g., *7 AM, 11 AM, 12:45 PM, 5:30 PM, 9:30 PM*. Students question each other about these times on the previous day, e.g., *Where were you at seven o'clock yesterday morning?* As an extension, the teacher could ask members of each pair about their partner's activities, e.g., *Where was she at seven o'clock yesterday morning?*

**2.** Game: Alibis. Students work in groups. Each group is a gang of criminals who robbed a bank the previous evening. They work out their alibis and a detailed list of their activities that evening. They may not write this down. The teacher (or a separate group of student detectives) has to crack their alibis by asking questions until the gang members contradict each other, e.g., *Where were you at eight o'clock? What about ten past eight? Who was with you? No, she wasn't.* (S: *Yes, she was.*) *Was she?* (S: *Yes.*) *Was X with you too?* etc.

**3.** Put three columns on the board headed: *31 days, 30 days, 28/29 days*. Students write the months in the appropriate columns.

### Unit 45

**1.** Pair Work. Write a shopping list on the board containing ten items, e.g., *beef, vinegar, hamburgers, tomatoes, sugar, bananas, rice, lemons, a bottle of oil, a jar of coffee*.

Students copy the list and check five items of their choice.

They then role play a husband and wife. One has been shopping and obtained only the checked items. The other asks questions to discover what has been bought and in what quantity (where appropriate), e.g., S1: *Did you get any rice?* S2: *Yes, I did*. S1: *How much did you get?* S2: *I got two pounds/three bags/a lot*. S1: *Did you get any vinegar?* S2: *No, I didn't*. S1: *You didn't get any vinegar! Why not?* S2: *They didn't have any vinegar*.

2. Draw a simple map of the United States, East Asia, South America, or the local country on the board. Mark twelve cities on the map. Students ask questions based on the map, e.g.:

T: *Technocrat, a famous rock group, went to six cities last month and played concerts. Ask me questions. S1: Did they go to (Seattle)?* to elicit *Yes. They went to Seattle on January twentieth,* etc.

3. Do a class survey on how students came to school that day.

### Unit 47

1. Mimed role play. Students work in groups of four, as a narrator, Willy, the sheriff, and the barkeeper. They act out the story, then repeat with improvised changes. Have a group act out the story for the class.

2. Aural discrimination. Put three columns on the board, headed: (1) *t* (2) *d* (3) *id*.

Write in the appropriate columns *walked* (1), *arrived* (2), and *wanted* (3). Have students repeat and practice the sounds. Then read out a list of past-tense verbs. Students hold up 1, 2, or 3 fingers for each. Students listen again and write 1, 2, or 3 for each one. Past-tense verbs: *looked* (1), *fired* (2), *pulled* (2), *waited* (3), *missed* (1), *rushed* (1), *enjoyed* (2), *shouted* (3), *danced* (1), *listened* (2), *laughed* (1), *cleaned* (2).

Check the answers with the class.

### Unit 48

1. Scrambled words. Write these scrambled spellings of past-tense verbs on the board:

*eta* (ate), *koto* (took), *etm* (met), *ored* (rode), *wfle* (flew), *krdan* (drank), *neohs* (shone), *hotgbu* (bought), *trveo* (wrote). Students work in pairs to unscramble them.

2. Fill in. Write on the board a paragraph from the Text 2–4 in the Student Book and remove all the past tense verbs. Students work with books closed to fill in the blanks.

3. Pair Work. Ask each student to write a short paragraph based on those in the Student Book about a real or imaginary vacation they had last year. They then question each other in pairs to find out about the vacation.

4. Have students question you about your last vacation (real or imagined). Give them a task, such as finding out ten things about the vacation. Don't tell the location. After they have questioned you, have them guess where you went. Students may practice this activity in groups of 3–4. They should not work with their partners from 3.

### Unit 49

1. Tell students that they are going to be astronauts and that they can choose ten foods/drinks to take with them. They list them and then question each other in pairs to discover what is on their partner's list. Students see how many things they can discover with twenty questions and then look at each other's lists.

2. Role play. Tell students that it is the last week of the space flight and Mission Control is asking what quantities they have of the items listed in activity 1, e.g.:

Mission Control: *How much water do you have? How many crackers do you have?*

Astronaut: *I have a lot of water. [I don't have much water.] I have a little water,* etc.

3. Discussion. Have students compare life 100 years ago with life today. Students work in small groups with each group considering a different area of change, e.g., diet, housing, work, inventions, and recreation. Groups then give a summary of their discussion to the rest of the class. Focus on the teaching point by asking them to think in terms of three columns, headed: (1) a lot of, (2) not much/only a little, (3) not many/only a few.

### Unit 51

1. Role play. Develop the situation in Conversation K-L. Demonstrate by, first of all, role playing the cashier, with a student as the customer, and adding more questions, e.g., *Can you describe (the glasses)? Were they in a case? What's your name? Where were you in the restaurant? Who was with you?* etc. Students then role play in pairs asking similar questions.

2. Role play. Write on the board, or issue to each student, a timetable which students will use as the basis of a role play parallel to Conversation I-J, e.g.,

*Buses to Palo Alto from San Francisco*

San Francisco	10:00
Burlingame	10:25
San Mateo	10:35
Redwood City	11:50
Menlo Park	12:00
Palo Alto	12:10

Invent a timetable if authentic ones are not available.

3. Write these time words on the board:

*three days ago/yesterday afternoon/in 1950/five minutes ago/last summer/this morning/30 years ago/last night/two hours ago/the day before yesterday/yesterday morning/a month ago/the week before last/in 1983/two years ago.*

Students put them in chronological order, beginning with the most recent one.

### Unit 55

1. Draw a large map of a road intersection on a large piece of posterboard or cardboard. Bring in two toy cars, two or three toy figures, and a toy cat or dog (or use cut-out pictures). Re-enact the accident, asking questions as you go along.

2. Role play. Students work in groups and role play the characters in the Student Book (the Chevrolet driver, the student, the young woman, and a police officer). Each tells his/her version of the accident; the others must listen and ask questions or disagree where necessary. This role play can also be done with accidents set up on the model in activity 1.

### Unit 56

1. Game: Murder in the dark. Hand out pieces of paper to each student in the class. One is labeled *detective*, one *murderer*, and the rest are blank. No one sees anyone else's paper. Students get up and go around the room, talking as if at a party. Suddenly the teacher either turns off the lights or tells everyone to close their eyes. At this point everyone must stand still except the *murderer*, who chooses a victim and pretends to kill him/her. The chosen victim pretends to die. The murderer may move away. At the victim's cry, the lights go on or the students open their eyes. The detective then comes out and investigates by asking questions, e.g., *What were you doing? Where were you standing? Who was standing near you? Who was standing next to her? Who were you talking to? What were you talking about? What did you do when*

*the lights went out? What did you hear? What did you say? Did you move? Did anybody near you move? Who do you think the murderer is? Why?*

Students must answer truthfully, except for the murderer, who can lie.

**2. Pair Work.** Students think of an occasion like the one in the Student Book that happened to them or a friend. They then tell their story to a partner, who listens, takes notes, asks questions if necessary, and reports the story back to the class.

### Unit 57

**1. Pair Work.** Each student writes down ten things they can do now that they couldn't do (five) years ago. They then question each other in pairs to discover the contents of the list, e.g., *Can you drive? Could you drive five years ago?*

**2.** Each student writes down ten things that people couldn't do 2,000 years ago. They exchange lists with a partner who then questions them about the list, e.g.:

S1: *Why couldn't they fly to the moon?*

S2: *They couldn't fly to the moon because...*

**3.** Make up an advertisement for a job, listing the abilities required. Write it on the board or distribute copies, e.g., *Game warden required for international safari park. Start work immediately. Driver's license essential plus ability to speak two foreign languages, use a gun, cook, fly a helicopter, ride a horse, type well, and take care of sick lions. \$1,200 per month.* (Explain *essential* and other new words if necessary.)

Students role play the job interview in pairs. Afterward, ask: *Did anyone get the job? Why not?*

### Unit 61

**1. Role play.** Students role play Mission Control and an astronaut. The astronaut answers questions as in the dialogue and performs the actions at the same time. Write cues on the board:

*open the door/climb down the ladder/place the camera/*

*turn on the camera/raise the flag/turn off the camera/*

*climb up the ladder/close the door.*

**2. Pair Work.** Get students to instruct each other in pairs, e.g., S1: *Sign your name.* S2: (performs or mimes actions) *I'm going to sign my name...I'm signing my name...I've signed my name.*

Put cues with regular verbs on the board:

*open your book/open your bag/call the police/type a letter/*

*mail a letter/wash your face/touch your toes/brush your hair/*

*turn on the television/lock the door/hit a home run/shave.*

**3. Game:** Mime *What have I done?* A student performs an action as in activity 2, then asks: *What have I done?* The class has to guess.

### Unit 62

**1. Pair Work.** Each student writes a list of six objects, all of which can be bought at different stores. Then they work in pairs to identify the stores, e.g., S1: *I have some bread.* S2: *Ah, you've been to the baker.*

**2. Game:** *Where's he/she gone?* One student writes the name of a town anywhere in the world and says: *My friend has gone away on vacation. Where's he/she gone?* The class tries to guess the answer by asking direct questions, e.g., *Has he gone to South America? Has he gone to a hot country? Has he gone to a capital city? Has he gone to the coast?* etc.

### Unit 63

**1. Game:** Find the object. Send one student out of the room. While he/she is outside, hide a small object. The student returns and tries to find it. The rest of the class gives clues, e.g., *You're near./You're far./We haven't put it there,* etc.

**2. Pair Work.** Student A instructs Student B to do something (e.g., *Close your book.*) and B follows the instruction. A then repeats the instruction and B replies angrily: *I've already done it!*

### Unit 68

**1. Pair Work.** Students work in pairs, comparing physical characteristics and personal possessions. They then report back what they find out to the class.

**2.** Students work in pairs and compare two of each of the following: countries, towns, animals, cars, people, jobs, schools, subjects, languages, and houses or apartments.

**3.** Distribute copies of a chart comparing products, such as can be found in consumer magazines. Most car magazines have suitable charts. Students make comparisons and use them as the basis of a role play between a salesperson and a customer.

**4.** Bring in a world atlas or an almanac. Have pairs of students select items to compare and report to the class.

### Unit 69

**1. Pair Work.** Students work in pairs and list things that (1) they have to do every day, (2) their mothers have to do every day, (3) their fathers have to do every day, (4) the teacher has to do every day, (5) a famous person has to do every day, and (6) a prisoner has to do every day. Pairs compare their lists.

**2. Game.** Guess the job. Demonstrate the game. List five sentences about a particular occupation, using *have to*, e.g., *He has to wear special clothes. He has to practice every day. He has to work on Saturdays. He has to travel to other towns. He often has to run. He carries a ball made of pigskin.* Students guess the occupation (football player). Give students time to work on their own lists and get them to play the game with a partner, then with the rest of the class.

**3.** Ask students to list things they had to do in elementary school that they don't have to do any more. Compare the lists.

### Unit 70

**1.** Have students make three columns and label them: *cold*, *colder*, and *coldest*. Write the following scrambled words on the board:

*ldo* (old), *sreow* (worse), *eetttsw* (wettest), *dogo* (good), *ergrla* (larger), *evispxeen* (expensive), *neihtrn* (thinner), *srdiet* (driest).

Students unscramble them, put each one in the appropriate column, and add the other two forms (e.g., *older*, *oldest*, etc.).

**2.** Students work in groups of three, comparing physical characteristics and personal possessions. They then report back to the class.

**3. Pair Work.** Students work in pairs and compare three of each of the following: countries, cars, towns, animals, people, jobs, school subjects, languages, and houses or apartments.

## Unit 72

**1.** Role play. Students role play a chef in a large restaurant and his/her new assistant. The chef requests items needed for cooking a special meal, which the pair must decide on beforehand. Students mime the actions, e.g., Chef: *Will you bring me the pan? Thank you. Will you put some oil in it?* etc. After they have worked on the role play, select some pairs to demonstrate. The rest of the class tries to guess what they are cooking.

**2.** Distribute a page of entertainment advertisements, which can be specially prepared or authentic. Students work in groups to find something that everyone would like to do by making suggestions with *Why don't we...?* and *Let's...*

**3.** Have students go around the classroom making requests to each other, e.g., *Will you open the window, please? Will you marry me?* to which the other student responds, *Yes, I will* or *No, I won't*.

## Unit 73

**1.** Class survey: *The best I've ever seen*. Students list individually: the most interesting book they've ever read, the funniest TV program they've ever seen, the worst album they've ever heard, the most exciting sports event they've ever seen, the most beautiful woman or handsome man they've ever seen, the most expensive thing they've ever bought. Students discuss their lists in pairs and report back to the class.

**2.** Select two students and ask them to make sentences about each other with *the same as* and *different from*. T: *Maria... Yoko*. Maria: *Her shoes are the same as mine*. Yoko: *But her dress is different from mine*. T: *How is it different?* Yoko: *Hers is longer than mine*. Continue by selecting other pairs of students.

**3.** Pair Work. Demonstrate phrases using *as...as* e.g., *as tall as the Empire State Building*. Students work in pairs to invent similar phrases for these adjectives: *hot, fat, old, green, rich, deep, dry, wet, good, bad, poor, blue, cold, busy, clean, strong, weak, fast*. Students may create similes that are used in their languages, but not in English. Point this out where appropriate and offer some examples of typical usage.

## Unit 75

**1.** Have students make two columns headed *for* and *since*. Write these time expressions on the board: *six hours/1976/May/ten years/3 o'clock/four days/Tuesday/December 25/ten minutes/a long time/August/six months*. Students put each one into the appropriate column.

**2.** Pair Work. Draw a time line on the board.



Mark events in your life on the time line, e.g., *came to this town, got married, bought a house, bought a car*, etc. Make sentences about each event, e.g., *I've been in this town for two years. I've been in this town since 1993*.

Have students make their own time lines in pairs and question each other about the events they have marked.

**3.** Role play. As a follow-up, get students to write a résumé (personal record) and then role play a job interview. Students give their résumé to the interviewer.

## Unit 78

**1.** Scrambled words. Write these scrambled spellings of past participles on the board: *edam* (made), *onw* (won), *tosl* (lost), *flte* (left or felt), *nkate* (taken), *hcagtu* (caught), *nleots* (stolen), *udnop* (pound), *teebna* (beaten), *uogtfn* (fought). Students work in pairs to unscramble them.

**2.** Role play. Students role play dialogues between: Mr. Williston and a police officer/a journalist and one of the three climbers/a police officer and the mother of Janis Roberts/Aaron Crockett and a television interviewer.

**3.** Students each write a newspaper article of not more than 50 words on one of the following topics: a robbery, an accident, a missing person, a wedding, a baseball game, or a fire. Have students suggest headlines and assemble a collection of the stories as a newspaper front page.



# WORKBOOK ANSWER KEY

## UNIT 1

---

### Exercise 1

- C. Is he from  
No, he isn't.
- D. Is she from  
Yes, she is.
- E. Is he from  
No, he isn't.
- F. Is she from  
Yes, she is.
- G. Is she from  
No, she isn't.
- H. Is he from  
No, he isn't.
- I. Is she from  
Yes, she is.

### Exercise 2

- B. Where's he from?  
He's from Italy.
- C. Where's he from?  
He's from China.
- D. Where's she from?  
She's from Haiti.
- E. Where's he from?  
He's from Mexico.
- F. Where's she from?  
She's from Egypt.
- G. Where's she from?  
She's from Brazil.
- H. Where's he from?  
He's from South Korea.
- I. Where's she from?  
She's from Colombia.

### Exercise 3

Answers will vary.

### Exercise 4

- B: Hello, Amanda! How are you?
- B: I'm fine, thanks.

## UNIT 2

---

### Exercise 1

- 1. Are they  
Yes, they are.
- 2. Are they  
No, they aren't.
- 3. Are they  
No, they aren't.
- 4. Are they  
Yes, they are.

### Exercise 2

- 1. We're from the United States/the U.S.  
We're Americans.

- 2. He's from Canada. He's Canadian.
- 3. She's from Mexico. She's Mexican.
- 4. They're from Japan. They're Japanese.
- 5. You're from Brazil. You're Brazilian.
- 6. It's from Spain. It's Spanish.
- 7. You're from Ecuador. You're Ecuadorian.
- 8. They're from Switzerland. They're Swiss.
- 9. We're from Panama. We're Panamanian.
- 10. He's from Indonesia. He's Indonesian.
- 11. We're from England. We're English.
- 12. They're from China. They're Chinese.
- 13. You're from Colombia. You're Colombian.

### Exercise 3

Answers will vary.

### Exercise 4

- 3 three      8 eight
- 4 four      9 nine
- 5 five      10 ten
- 6 six      11 eleven
- 7 seven      12 twelve

## UNIT 3

---

### Exercise 1

- It's an    It's an    It's a    It's a
- It's a    It's a    It's an    It's a
- It's a    It's a    It's an    It's a

### Exercise 2

- 1. What are they?  
They're cups.
- 2. What is it?  
It's a watch.
- 3. What are they?  
They're keys.
- 4. What is it?  
It's an iron.
- 5. What is it?  
It's a plane.
- 6. What are they?  
They're glasses.
- 7. What are they?  
They're apples.
- 8. What is it?  
It's a taxi.

### Exercise 3

- 1. This is a table.      3. These are beds.
- 2. That's a truck.      4. Those are cars.

### Exercise 4

- 1. Those are doors.
- 2. This is a glass.
- 3. That's a clock.
- 4. These are knives.

## UNIT 4

### Exercise 1

A: Excuse me!  
B: Yes?  
A: Are those your  
B: Oh, yes, they are. Thank you.

A: Excuse me!  
B: Yes?  
A: Is that your  
B: Oh, yes, it is. Thank you.

A: Excuse me!  
B: Yes?  
A: Are these your  
B: Oh, yes, they are. Thank you.

### Exercise 2

A: Are  
B: No, they're not.  
A: What's their job?  
B: They're

A: Is ... a  
B: No, she's not.  
A: What's her job?  
B: She's a

A: Is ... a  
B: No, he's not.  
A: What's his job?  
B: He's a

### Exercise 3

- A: What's his name?  
B: His name's João.  
A: João. That's a Portuguese name.  
B: Yes, but he's not Portuguese.  
A: Oh, where is he from?  
B: He's from Brazil.
- A: What's her name?  
B: Her name's Brigitte.  
A: Brigitte. That's a French name.  
B: Yes, but she's not French.  
A: Oh, where's she from?  
B: She's from Canada.
- A: What are their names?  
B: Their names are Kenji and Yoko.  
A: Kenji and Yoko. Those are Japanese names.  
B: Yes, but they're not Japanese.  
A: Oh, where are they from?  
B: They're from the United States/U.S.

### Exercise 4

15 fifteen	20 twenty
16 sixteen	21 twenty-one
17 seventeen	22 twenty-two
18 eighteen	23 twenty-three
19 nineteen	24 twenty-four

## UNIT 5

### Exercise 1

12 twelve	23 twenty-three	10 ten	13 thirteen
15 fifteen	19 nineteen	4 four	16 sixteen
8 eight	11 eleven	5 five	21 twenty-one

### Exercise 2

/-s/	/-z/	/-iz/
pilots	rooms	suitcases
mechanics	radios	dresses
cooks	jobs	watches
students	keys	glasses
/-vz/	Irregular	
shelves	women	
	children	
	businessmen	

### Exercise 3

big/small  
tall/short  
new/old  
thick/thin  
expensive/cheap  
empty/full  
long/short  
strong/weak  
young/old

### Exercise 4

(Suggested answers. Students' answers may vary.)

1. He's tired.
2. He's thirsty.
3. He's hungry.
1. She's short.
2. She's/It's late.
3. She's old.

### Exercise 5

1. No, they aren't. They're strong.
2. No, it isn't. It's empty.
3. No, she isn't. She's old.
4. No, it isn't. It's cold.
5. No, they're not. They're short.
6. No, he's not. He's tall.
7. No, it isn't. It's expensive.
8. No, it isn't. It's ugly.

### Exercise 6

26	twenty-six
27	twenty-seven
28	twenty-eight
29	twenty-nine

### Exercise 7

Answers will vary.

## UNIT 6

### Exercise 1

Answers may vary.

1. There's a dining room.

2. There's a living room.
3. There's a kitchen.
4. There are four closets.
5. There's a bathroom.
6. There's a hall.
7. There are two floors.

### Exercise 2

(Answers are written on art.)

### Exercise 3

1. There's a desk in the office.
2. There isn't a table in the office.
3. There's a fax machine in the office.
4. There isn't a television in the office.

### Exercise 4

1. There are some books on the shelf.
2. There are some floppy disks on the desk.

### Exercise 5

1. There aren't any magazines on the desk.
2. There aren't any floppy disks on the shelf.
3. There aren't any pens in the cabinet.

### Exercise 6

1. Where's the  
It's on the
2. Where's the  
It's on the
3. Where's the  
It's next to the
4. Where are the  
They're on the
5. Where are the  
They're on the
6. Where's the  
It's on the

### Exercise 7

Answers will vary.

### Exercise 8

Answers will vary.

## UNIT 7

### Exercise 1

1. Could you pass the bread, please?
2. Could you pass the sugar, please?
3. Could you pass the cream, please?
4. Could you pass the mustard, please?
5. Could you pass the pepper, please?
6. Could you pass the ketchup, please?

### Exercise 2

- |    |        |    |         |
|----|--------|----|---------|
| 30 | thirty | 70 | seventy |
| 40 | forty  | 80 | eighty  |
| 50 | fifty  | 90 | ninety  |
| 60 | sixty  |    |         |

### Exercise 3

- |         |   |
|---------|---|
| \$1.51  | one dollar and fifty-one cents/a dollar fifty-one                   |
| \$7.84  | seven dollars and eighty-four cents/<br>seven eighty-four           |
| \$11.17 | eleven dollars and seventeen cents/<br>eleven seventeen             |
| \$3.92  | three dollars and ninety-two cents/<br>three ninety-two             |
| \$1.47  | one dollar and forty-seven cents/<br>a dollar forty-seven           |
| \$1.10  | one dollar and ten cents/a dollar ten                               |
| \$10.78 | ten dollars and seventy-eight cents/<br>ten seventy-eight           |
| \$22.39 | twenty-two dollars and thirty-nine cents/<br>twenty-two thirty-nine |
| \$16.06 | sixteen dollars and six cents/sixteen oh-six                        |
| \$12.65 | twelve dollars and sixty-five cents/<br>twelve sixty-five           |
| \$8.23  | eight dollars and twenty-three cents/<br>eight twenty-three         |
| \$4.80  | four dollars and eighty cents/four eighty                           |

### Exercise 4

1. How much is this?  
Nineteen ninety-five/nineteen dollars and  
ninety-five cents.
2. How much are those?  
Thirteen seventy-five/thirteen dollars and  
seventy-five cents.

### Exercise 5

- |     |                    |
|-----|--------------------|
| 30¢ | thirty cents       |
| 50¢ | fifty cents        |
| 95¢ | ninety-five cents  |
| 13¢ | thirteen cents     |
| 89¢ | eighty-nine cents  |
| 60¢ | sixty cents        |
| 40¢ | forty cents        |
| 10¢ | ten cents          |
| 75¢ | seventy-five cents |

### Exercise 6

1. A: Is Keiko in your phone book?  
B: Yes, she is.  
A: What's her number?  
B: 276-3991.
2. A: Are Mr. and Mrs. Chang in your phone book?  
B: Yes, they are.  
A: What's their number?  
B: 471-4710.
3. A: Are Dave and Maria in your phone book?  
B: Yes, they are.  
A: What's their number?  
B: (205) 772-9912.
4. A: Is Mike in your phone book?  
B: Yes, he is.  
A: What's his number?  
B: (914) 748-3319.

### Exercise 7

- B: What size  
B: Here you are.

- A: How much is that?  
B: You're welcome.

## UNIT 8

---

### Exercise 1

- B. Who is it?  
It's Harry Hall.  
He's a baseball player.
- C. Who is it?  
It's Amy Tan.  
She's a lifeguard.
- D. Who is it?  
It's Brian Ross.  
He's a flight attendant.
- E. Who is it?  
It's Hector Perez.  
He's a soccer player.

### Exercise 2

1. It's Mr. Geiger's jacket.
2. It's Ellen's skirt.
3. They're Mike's shorts.
4. It's Mr. Taylor's cap.
5. It's Mrs. Martin's blouse.
6. They're Nathan's pants.
7. They're Natasha's shoes.
8. It's Ms. Garcia's dress.
9. It's Jimmy's watch.
10. It's Mr. Schiff's car.
11. It's Erica's T-shirt.
12. It's Mrs. Canino's hat.

### Exercise 3

*Note: Items of clothing for each country may vary.*

1. What color are the shorts? They're blue.
2. What color's the shirt? It's red and white.
3. What color are the shorts? They're black.
4. What color are the socks? They're yellow.
5. What color's the shirt? It's blue.
6. What color's the shirt? It's white.
7. *Answer will vary.*

### Exercise 4

*Answers will vary.*

## UNIT 9

---

### Exercise 1

- B 1. What are they?  
They're shoes.
2. Who is it?  
It's Danielle.
3. Whose shoes are they?  
They're Danielle's.
- C 1. What is it?  
It's a house.
2. Who is it?  
It's Mrs. Noguchi.

3. Whose house is it?  
It's Mrs. Noguchi's.
- D 1. What is it?  
It's a watch.
2. Who is it?  
It's Mr. Foley.
3. Whose watch is it?  
It's Mr. Foley's.
- E 1. What are they?  
They're keys.
2. Who is it?  
It's Mr. Steel.
3. Whose keys are they?  
They're Mr. Steel's.

### Exercise 2

1. Melissa is William's wife.  
Melissa is Stacy's mother.  
Melissa is Robert's mother.
2. Stacy is William's daughter.  
Stacy is Melissa's daughter.  
Stacy is Robert's sister.
3. Robert is William's son.  
Robert is Melissa's son.  
Robert is Stacy's brother.

### Exercise 3

- B: Hi.
- B: It's a Ferrari.
- B: No, it isn't.
- B: It's Italian.
- B: No, it's not.
- B: It's Gloria King's.
- B: She's a movie star. She's very rich.

## UNIT 10

---

### Exercise 1

*apples, lemons, oranges, peas, hamburgers, mushrooms, tomatoes, bananas, onions, eggs, water, milk, oil, lemonade, rice, honey, cheese, sugar, meat, salt*

### Exercise 2

*Answers will vary.*

1. There's some butter.
2. There are some lemons.
3. There are some bananas.
4. There are some grapes.
5. There's some cheese.
6. There's some milk.

### Exercise 3

1. There isn't any oil.
2. There aren't any eggs.
3. There aren't any onions.
4. There isn't any rice.
5. There aren't any hamburgers.
6. There isn't any ice cream.

#### Exercise 4

1. Are there any... No, there aren't.
2. Is there any... Yes, there is.
3. Is there any... No, there isn't.
4. Are there any... Yes, there are.
5. Is there any... Yes, there is.
6. Are there any... No, there aren't.
7. Are there any... Yes, there are.
8. Is there any... No, there isn't.

#### Exercise 5

1. How much ... is there?  
There's a lot.
2. How many ... are there?  
There are a lot.
3. How much ... is there?  
There's a lot.
4. How many ... are there?  
There are a lot.

### UNIT 11

---

#### Appetizers

Tomato Soup  
Onion Soup  
Fried Mushrooms  
Tomato Juice

#### Entrees

Roast Lamb  
Filet of Sole  
Beef Stew  
Steak  
Mushroom Omelette  
Roast Chicken

#### Vegetables

Peas  
Cauliflower  
Carrots  
Green Beans

#### Side Dishes

French Fries  
Baked Potato  
Green Salad  
Spinach Salad

#### Desserts

Apple Pie  
Ice Cream

#### Beverages

Tea  
Cola  
Coffee  
Milk

*Note: Prices for each student's country will vary.*

#### Exercise 1

1. How much is the tomato juice?  
*Price will vary.*
2. How much are the french fries?  
*Price will vary.*

3. How much is the ice cream?  
*Price will vary.*
4. How much is the green salad?  
*Price will vary.*
5. How much is the roast chicken?  
*Price will vary.*
6. How much is the roast lamb?  
*Price will vary.*
7. How much is the tea?  
*Price will vary.*

#### Exercise 2

1. I'd like an omelette, please.
2. I'd like some peas, please.
3. I'd like an orange, please.
4. I'd like some vegetables, please.
5. I'd like a cup of coffee, please.
6. I'd like a glass of cola, please.
7. I'd like some carrots, please.
8. I'd like some mushrooms, please.

#### Exercise 3

1. Which dessert would you like?
2. Which vegetable would you like?
3. Which ice cream would you like?

#### Exercise 4

*Answers may vary.*

**You:** I'd like a

**You:** I'd like some

**You:** Yes, and I'd like

**You:** I'd like some peas, please.

**You:** Yes, please.

**You:** I'd like blue cheese

### UNIT 12

---

#### Exercise 1

1. Go to bed.
2. Take this medicine.
3. Don't drink beer.
4. Drink fruit juice.

#### Exercise 2

Put them on.  
Turn it on.  
Take them off.  
Put them on.  
Put it on.  
Turn it off.  
Turn it on.  
Take it off.

#### Exercise 3

**Frame 3.** Look at her.  
**Frame 4.** Look at them.  
**Frame 5.** Look at us.  
**Frame 6.** Look at him.

#### Exercise 4

Give them to us.  
Give it to him.  
Give them to them.  
Give it to him.  
Give it to her.  
Give them to me.  
Give them to us.  
Give it to them.

#### Exercise 5

I	me	my
we	us	our
they	them	their
she	her	her
you	you	your

#### Exercise 6

*Note: Each student's instructions will vary according to how they see the picture.*

OK. That's you on the right. Go left. Jump. Be careful. Stop. Jump. That's right. Now go up the ladder. Go right. Jump. Be very careful. There's the gold!

### UNIT 13

---

#### Exercise 1

1. What kind is it?  
It's a Boeing.  
It's American.
2. What kind is it?  
It's Lindt.  
It's Swiss.
3. What kind is it?  
It's a fur coat.  
It's Russian.
4. What kind is it?  
It's a Jaguar.  
It's British.
5. What kind is it?  
It's a Philips.  
It's Dutch.
6. What kind is it?  
It's a Bulova.  
It's American.

#### Exercise 2

1998 nineteen ninety-eight  
1975 nineteen seventy-five  
1820 eighteen twenty  
1963 nineteen sixty-three  
1931 nineteen thirty-one  
1748 seventeen forty-eight  
1982 nineteen eighty-two  
1996 nineteen ninety-six  
1662 sixteen sixty-two  
1947 nineteen forty-seven  
1913 nineteen thirteen  
1585 fifteen eighty-five

#### Exercise 3

*(Answers can vary.)*

1. A: My ...'s a Zenith.  
What kind of television is that?  
It's a Sony.
2. A: My ...'s a Technics.  
What kind of CD player is that?  
It's a Panasonic.
3. A: My ...'s a Honda.  
What kind of car is that?  
It's a Ford Comet.

#### Exercise 4

1. What make is Amanda's car?  
It's an Audi.
2. What make is Mr. and Mrs. Patton's car?  
It's a Dodge.

#### Exercise 5

*Answers will vary.*

#### Exercise 6

1. Canada
2. sit
3. bee
4. hotel manager
5. book, book
6. shelf
7. pass
8. blouse
9. boss
10. freezer
11. tomato
12. careful

### UNIT 14

---

#### Exercise 1

1. I can see a truck.
2. I can't see a bus.
3. I can see a car.
4. I can see a taxi.
5. I can't see a bus stop.
6. I can see a pizzeria.
7. I can see a bicycle.
8. I can't see a sofa.

#### Exercise 2

*Answers will vary.*

#### Exercise 3

*Answers will vary.*

#### Exercise 4

*(Order will vary.)*

1. He can play the harmonica.
2. He can play the saxophone.
3. He can play the electric keyboard.
4. He can play the piano.

## UNIT 15

### Exercise 1

A: Would you like a cup of coffee or tea?

B: Some tea, please.

A: How about a piece of cake?

B: No, thanks. I'm not hungry.

A: Would you like some cola or mineral water?

B: Some cola, please.

A: How about a sandwich?

B: No, thanks. I'm not hungry.

### Exercise 2

A: I'd like a pair of ..., please.

B: What size are you?

A: Eight.

A: I'd like a pair of ..., please.

B: What size are you?

A: Nine.

### Exercise 3

1. A: This is a nice

B: Can I try it on?

2. A: These are nice

B: Can I try them on?

3. A: This is a nice

B: Can I try it on?

4. A: Those are nice

B: Can I try them on?

### Exercise 4

*(Answers may vary.)*

What flavor

Vanilla

a cup

Here you go

## UNIT 16

### Exercise 1

1. It doesn't have a stereo CD player.

2. It doesn't have power windows.

3. It doesn't have a sun roof.

4. It doesn't have a climate control system.

### Exercise 2

1. It has a stereo CD player.

2. It has power windows.

3. It has a sun roof.

4. It has a climate control system.

### Exercise 3

1. It has power windows.

2. It doesn't have a sun roof.

3. It doesn't have a climate control system.

### Exercise 4

*Answers will vary.*

## UNIT 17

### Exercise 1

400 four hundred

500 five hundred

600 six hundred

700 seven hundred

800 eight hundred

900 nine hundred

### Exercise 2

223 two hundred and twenty-three

405 four hundred and five

896 eight hundred and ninety-six

349 three hundred and forty-nine

### Exercise 3

1. How many ... do you have

2. How many ... do you have

3. How much ... do you have

4. How many ... do you have

5. How much ... do you have

### Exercise 4

1. How much ... do you have

2. How many ... do you have

3. How much ... do you have

4. How many ... do you have

5. How much ... do you have

6. How many ... do you have

7. How much ... do you have

8. How many ... do you have

### Exercise 5

*Answers may vary.*

May I see your

It looks ... Do you have anything to do you have

How much do you have

How many do you have

Do you have any

## UNIT 18

### Exercise 1

1. They're ours.

2. It's his.

3. It's theirs.

4. It's his.

5. It's ours.

6. They're hers.

7. It's mine.

8. They're hers.

### Exercise 2

1. They have a small house, but they'd like a big one.

2. We have a black-and-white computer, but we'd like a color one.

3. He has a blue suit but he'd like a gray one.

4. She has an American watch, but she'd like a Swiss one.
5. You have a cheap pen, but you'd like an expensive one.

### Exercise 3

1. Which ones would they like?  
They'd like the American ones.
2. Which one would she like?  
She'd like the new one.
3. Which ones would you like?  
I'd like the green one.
4. Which ones would they like?  
They'd like the cheap ones.

### Exercise 4

- A: Would you like some  
A: Would you like this ... or that one?  
B: one  
B: That one.

### Exercise 5

- A: have a  
A: one  
A: The ... one  
A: Good night!

## UNIT 19

---

### Exercise 1

- 4,000 four thousand  
5,000 five thousand  
6,000 six thousand  
7,000 seven thousand  
8,000 eight thousand  
9,000 nine thousand  
10,000 ten thousand  
15,000 fifteen thousand  
20,000 twenty thousand  
21,000 twenty-one thousand  
49,000 forty-nine thousand  
92,000 ninety-two thousand

### Exercise 2

1. It's seven o'clock.
2. It's eleven o'clock.
3. It's five o'clock.
4. It's nine o'clock.
5. It's two o'clock.

### Exercise 3

1. It's eight-thirty.
2. It's four-twenty.
3. It's nine forty-five.
4. It's eleven-fifteen.
5. It's one fifty-five.

### Exercise 4

1. May I borrow your umbrella, please?
2. May I borrow your magazine, please?
3. May I borrow your pen, please?

### Exercise 5

- A: May I see  
A: Do you have any luggage  
B: Can I carry it on with me  
A: it's too big.

## UNIT 20

---

### Exercise 1

Mrs. Peggy Dromgold  
166 East 34th St.  
Apt. 601  
New York, NY 10016

Mr. Michael Wilson  
30 Hillsboro Ave.  
Toronto, Ottawa  
M5R 1S7  
Canada

### Exercise 2

1. What's the weather like?  
It's rainy.
2. What are the buildings like?  
They're tall.
3. What's the food like?  
It's excellent.
4. What are the restaurants like?  
They're expensive.

### Exercise 3

*Answers will vary.*

## UNIT 21

---

### Exercise 1

1. dancing
2. cooking
3. eating
4. running
5. drinking
6. singing
7. swimming
8. writing

### Exercise 2

1. What's she doing?  
She's drinking.
2. What's he doing?  
He's singing.
3. What's it doing?  
It's sleeping.
4. What're they doing?  
They're dancing.



5. What's he doing?  
He's eating.
6. What's he doing?  
He's working.
7. What're they doing?  
They're sitting.
8. What's she doing?  
She's swimming.
9. What're they doing?  
They're running.
10. What's he doing?  
He's cooking.
11. What's he doing?  
He's reading.

## UNIT 22

### Exercise 1

1. Steve and Laura are drinking.  
What are they drinking?  
They're drinking
2. Yoshiko is eating.  
What's she eating?  
She's eating
3. Pablo is writing.  
What's he writing?  
He's writing

### Exercise 2

1. Who's eating.  
Yoshiko is.
2. Who's writing?  
Pablo is.

### Exercise 3

1. What are they drinking?
2. Who are they meeting?
3. Who's she talking to?
4. What's she cooking?
5. What's he reading?

### Exercise 4

1. A: What's Mark watching?  
He's watching a music video.  
B: Who's watching a music video?  
Mark is.
2. A: Who's Charles meeting?  
He's meeting Susan.  
B: Who's meeting Susan?  
Charles is.
3. A: Who's Jessica helping?  
She's helping Anne.  
B: Who's helping Anne?  
Jessica is.

## UNIT 23

### Exercise 1

- B: Yes, I'm looking for a CD.  
B: *Monday Blues*. Do you have it?  
B: How much is it?

- A: Can I help you?  
B: Yes, I'm looking for a cassette.  
A: What's the title?  
B: *Instant English*. Do you have it?  
A: Yes, we do.  
B: How much is it?  
A: \$19.95.

### Exercise 2

1. Can you show it to me, please?
2. Can you show them to me, please?
3. Can you show them to me, please?
4. Can you show it to me, please?
5. Can you show it to me, please?

### Exercise 3

1. Bring us the check.
2. Show her the pen.
3. Get me some coffee.
4. Give me the book.

### Exercise 4

1. Give it to her.
2. Give it to them.
3. Give them to us.
4. Give it to him.
5. Give them to me.

### Exercise 5

(Answers may vary.)

- A: May I see  
A: How much is it?  
A: That's too expensive.  
A: I can spend  
B: I have one for  
A: May I see it, please?

## UNIT 24

### Exercise 1

1. It's a white nylon blouse.
2. They have dark blue wool suits.
3. They have black leather shoes.
4. It's a short green dress.
5. He's wearing a big gray sweater.
6. It's a small red hat.

### Exercise 2

1. a short, pink cotton dress
2. a big, brown leather bag
3. a long, blue wool sweater
4. a small, gray cotton blouse

### Exercise 3

1. The sweaters are made of cotton.
2. The bottle is made of glass.

### Exercise 4

1. She can ride a bicycle, too.
2. She has a backpack, too.
3. He's wearing shorts, too.
4. He's riding a bicycle now, too.

### Exercise 5

1. I don't have a million dollars either.
2. I'm not studying Chinese either.
3. I can't speak ten languages either.

## UNIT 25

---

### Exercise 3

- |           |                |
|-----------|----------------|
| 1. up     | 9. in front of |
| 2. down   | 10. behind     |
| 3. into   | 11. inside     |
| 4. out of | 12. outside    |
| 5. on     | 13. in         |
| 6. under  | 14. between    |
| 7. along  | 15. around     |
| 8. across |                |

### Exercise 4

1. Because she's married.
2. Because it's hot.
3. Because he can't speak English.
4. Because he doesn't have her address.
5. Because it's behind the sofa.

## UNIT 26

---

### Exercise 1

- 3rd third  
4th fourth  
5th fifth  
6th sixth  
7th seventh  
8th eighth  
9th ninth  
10th tenth  
11th eleventh  
12th twelfth

### Exercise 2

1. What time is ... on? It's on at eleven-thirty.
2. What time is ... on? It's on at eleven forty-five.
3. What time is ... on? It's on at one o'clock.
4. What time is ... on? It's on at eleven-thirty.
5. What time is ... on? It's on at eleven-thirty.
6. What time is ... on? It's on at one o'clock.
7. What time is ... on? It's on at eleven oh-five.
8. What time is ... on? It's on at eleven o'clock.
9. What time is ... on? It's on at eleven-thirty.

## UNIT 27

---

### Exercise 1

1. A: What's she going to do?  
B: She's going to play golf.
2. A: What are they going to do?  
B: They're going to play tennis.
3. A: What's she going to do?  
B: She's going to wash the car.

### Exercise 2

1. What's she going to do?  
She's going to read a magazine.
2. What are we going to do?  
We're going to wash the dishes.
3. What are they going to do?  
They're going to play football.
4. What are you going to do?  
I'm going to do homework.
5. What am I going to do?  
I'm going to ask a question.
6. What is Pat going to do?  
Pat's going to drive a car.

### Exercise 3

*Answers will vary.*

## UNIT 28

---

### Exercise 1

- B. 1. What's he wearing?  
He's wearing shorts and a T-shirt.
2. What's he holding?  
He's holding a beach ball.
3. What's he going to do?  
He's going to play catch.
- C. 1. What's she wearing?  
She's wearing a bathing suit.
2. What's she holding?  
She's holding a towel.
3. What's she going to do?  
She's going to go swimming.
- D. 1. What's he wearing?  
He's wearing shorts and a shirt.
2. What's he holding?  
He's holding a book.
3. What's he going to do?  
He's going to read.

### Exercise 2

1. Where's the  
It's on the left.
2. Where's the  
It's at the bottom.
3. Where are the  
They're on the right.
4. Where are the  
They're at the top.

## UNIT 29

---

### Exercise 1

(Answers will vary.)

1. Does he like meat?
2. Does he like music?
3. Does he like sports?
4. Does he like politics?

### Exercise 2

(Answers will vary.)

1. He likes ice cream.
2. He likes judo.
3. He likes milk.
4. He likes boxing.

### Exercise 3

(Answers will vary.)

1. He doesn't like cheese.
2. He doesn't like politics.
3. He doesn't like dogs.

### Exercise 4

Answers will vary.

### Exercise 5

Answers will vary.

### Exercise 6

Answers will vary.

### Exercise 7

Answers will vary.

## UNIT 30

---

### Exercise 1

(Answers will vary.)

1. Do they need a dresser? Yes, they do.
2. Do they need a couch? Yes, they do.
3. Do they need a VCR? No they don't.
4. Do they need a mirror? Yes, they do.
5. Do they need chairs? Yes, they do.
6. Do they need a TV? No, they don't.

### Exercise 2

(Answers will vary.)

1. We need a stove.  
Right. That's six hundred dollars.
2. We need an armchair.  
Right. That's five hundred twenty-five dollars.
3. We need a bookshelf.  
Right. That's two hundred twenty-five dollars.
4. We need a lamp.  
Right. That's fifty dollars.

### Exercise 3

(Answers will vary.)

1. I want a stereo.  
Yes, but we don't need a stereo right away.
2. I want a dishwasher.  
Yes, but we don't need a dishwasher right away.
3. I want a VCR.  
Yes, but we don't need a VCR right away.
4. I want a washing machine.  
Yes, but we don't need a washing machine right away.

### Exercise 4

1. They need a bed. They can buy one for seven hundred fifty dollars.
2. They need an armchair. They can buy one for five hundred twenty-five dollars.
3. They need a lamp. They can buy one for fifty dollars.
4. They need a bookshelf. They can buy one for two hundred twenty-five dollars.
5. They need a sofa. They can buy one for seven hundred fifty dollars.
6. They need chairs. They can buy them for two hundred forty dollars.
7. They need a bureau. They can buy one for three hundred seventy-five dollars.
8. They need a dresser. They can buy one for seven hundred fifty dollars.
9. They need a refrigerator. They can buy one for nine hundred dollars.
10. They need a painting. They can buy one for two hundred twenty-five dollars.

### Exercise 5

She loves him.  
He loves her.  
He loves her.  
She loves him.

### Exercise 6

1. Who does ... love? She loves Sam.
2. Who loves ... Tracy does.
3. Who does ... love? She loves Joe.
4. Who loves ... Rachel does.
5. Who loves ... Kelly does.
6. Who does ... love? She loves Wayne.

### Exercise 7

Answers will vary.

## UNIT 31

---

### Exercise 1

B: Yes?  
B: What do you need?  
B: Sure. How many do you want?

### Exercise 2

- A: Good morning.  
A: Could you repair this  
A: As soon as possible.  
A: Yes. That's great.

### Exercise 3

(Answers may vary.)

- A: Is there a parking lot near here?  
B: Yes, there is. It's two blocks on the right.
- A: Is there a supermarket near here?  
B: Yes, there is. Take the first right, walk three blocks, take another right, and it's on the corner.
- A: Is there a post office near here?  
B: Yes, there is. Walk two blocks to the right, turn right again, and it's right there.
- A: Is there a bank near here?  
B: Yes, there is. Take the second right, walk straight ahead, and it's on your left.
- A: Is there a bus stop near here?  
B: Yes, there is. Take the third right, walk straight, and it's on your left.
- A: Is there a public telephone near here?  
B: Yes, there is. Walk one block right, then make another right, and you'll see it on the corner.
- A: Is there a coffee shop near here?  
B: Yes, there is. Take the second right, walk straight ahead, and you'll see it on the left.
- A: Is there a shopping mall near here?  
B: Yes, there is. Take your first right, walk straight, and it's on your left.

## UNIT 32

---

### Exercise 1

Answers will vary.

### Exercise 2

Answers will vary.

### Exercise 3

- A: What time do you get up?  
A: What time do you have breakfast?  
A: What time do you leave home?  
A: What time do you get to school?  
A: What time do you have lunch?  
A: What time do you go to bed?

### Exercise 4

in, at, before, After, to, On, until, in, until

### Exercise 5

- |        |        |
|--------|--------|
| 1. an  | 11. an |
| 2. a   | 12. a  |
| 3. an  | 13. a  |
| 4. a   | 14. an |
| 5. an  | 15. a  |
| 6. a   | 16. an |
| 7. an  | 17. a  |
| 8. a   | 18. a  |
| 9. a   | 19. an |
| 10. an | 20. an |

## UNIT 33

---

### Exercise 1

- He gets up at 11:15.
- He reads *The Post*.
- He arrives at the studio at 3:30.
- He leaves the studio at midnight.
- He has dinner at 12:30.
- He goes to bed at three o'clock.

### Exercise 2

- What time does she get up? She gets up at nine o'clock.
- What newspaper does she read? She reads *The Chicago Sun Times*.
- What time does she arrive at the TV station? She arrives at 1:30.
- What time does she have dinner? She has dinner at six o'clock.
- What time does she leave the TV station? She leaves at 11:15.
- What time does she go to bed? She goes to bed at midnight.

### Exercise 3

- What does he do? He's a baseball player for the Los Angeles Dodgers.
- Where does he live? He lives in a new house in Beverly Hills.
- What time does he get up? He gets up at 6:30.
- What newspaper does he read? He reads *The Los Angeles Times*.
- What time does he arrive at the stadium? He arrives at eight o'clock.
- What time does he leave the stadium? He leaves at 2:30.
- What time does he have dinner? He has dinner at 5:30.
- What time does he go to bed? He goes to bed at 9:30.

## UNIT 34

---

### Talbot

1. I meet a lot of famous people.
2. I speak two languages.
3. I go to Seattle every week.
4. I travel in my job.
5. I wear a uniform.
6. I live near the airport.
7. I'm young.
8. I stay in a lot of hotels.

### Martello

1. I'm strong.
2. I work outside.
3. I don't wear a uniform.
4. I work with animals.
5. I work on a farm.
6. I live in the country.
7. I have a truck.
8. I get up very early.

### Rodriguez

1. I live in the suburbs.
2. I wear a white coat.
3. I have a receptionist.
4. I get a big salary.
5. I can read some Latin.
6. I work in a hospital.
7. I wear glasses.
8. I have a lot of diplomas.

## UNIT 35

---

### Exercise 1

1. often
2. occasionally
3. sometimes, sometimes
4. never
5. always
6. hardly ever
7. usually

### Exercise 2

*Answers will vary.*

### Exercise 3

*Answers will vary.*

### Exercise 4

*Answers will vary.*

## UNIT 36

---

### Exercise 1

1. How often does he read a newspaper?
2. How often does she drink a milk shake?
3. How often do they play tennis?
4. How often do you watch TV?
5. How often does she listen to the radio?
6. How often does he go to the theater?

### Exercise 2

*Answers will vary.*

### Exercise 3

*(Answers may vary.)*

1. **A:** Do you ever wear boots?  
**B:** Yes, sometimes.
2. **A:** Do you ever go swimming?  
**B:** Yes, occasionally.
3. **A:** Do you ever vacuum the carpet?  
**B:** No, never.

## UNIT 37

---

### Exercise

1. **B.** She works in a hospital.  
**C.** She's playing the piano.
2. **B.** They make cars.  
**C.** They're lying on the beach.
3. **B.** She interviews famous people.  
**C.** She's riding a bicycle.
4. **B.** He flies Boeing 747s.  
**C.** He's dancing.
5. **B.** She paints pictures.  
**C.** She's cooking.
6. **B.** They teach in a high school.  
**C.** They're correcting homework.

## UNIT 38

---

### Exercise 1

slowly  
carefully  
carelessly  
beautifully  
quietly  
wonderfully  
intelligently  
sadly

busily  
noisily  
luckily  
angrily

quickly  
hard

### Exercise 2

1. She's a bad singer.
2. He's a good dancer.
3. They're bad swimmers.
4. She's a good teacher.
5. They're good skiers
6. He's a bad driver.

### Exercise 3

1. How's he playing?  
He's playing badly.
2. How's she singing?  
She's singing well.
3. How's he singing?  
He's singing badly.

### Exercise 4

1. He drives carefully.
2. They're careful drivers.
3. I work hard.
4. She types fast.
5. He's a beautiful dancer.
6. She's a slow driver.

## UNIT 39

---

### Exercise 1

1. A: Would you like to go to a dance?  
B: When is it?  
A: On Tuesday night.
2. A: Would you like to go to a rock concert?  
B: When is it?  
A: On Friday night.
3. A: Would you like to go to a picnic?  
B: When is it?  
A: On Sunday afternoon.
4. A: Would you like to go to a party?  
B: When is it?  
A: On Thursday night.
5. A: Would you like to go to a barbecue?  
B: When is it?  
A: On Saturday afternoon.

### Exercise 2

2. A: What's he doing on Sunday?  
B: He's going out of town.  
A: Where's he going?  
B: He's going to Alberta.  
A: For how long?  
B: Just for three days.
3. A: What are they doing next Friday?  
B: They're going out of town.  
A: Where are they going?  
B: They're going to the Bahamas.  
A: For how long?  
B: Just for a week.

### Exercise 3

- A: Would you like to  
A: Do you come here  
A: Do you live  
A: Where do you

## UNIT 40

---

### Exercise 1

(Answers may vary.)

- B: Go across the bridge and turn left.  
You'll see it on your left.
- B: Go across the bridge and turn right.  
Go straight and you'll see it on your right.
- B: Go across the bridge, turn right, and then turn left.  
You'll see it on your right.

### Exercise 2

1. March eighteenth
2. July twenty-sixth
3. November nineteenth
4. January thirteenth
5. April twentieth
6. December eleventh
7. June twenty-third
8. May twenty-second
9. October thirty-first
10. February fifteenth
11. March twenty-third
12. April eighth

## UNIT 41

---

### Exercise 1

What's your last name?

What's your first name?

What's your date of birth?

What's your occupation?

### Exercise 2

6, 1, 5, 3, 2, 4

### Exercise 3

Answers will vary.

### Exercise 4

- B: It's my first day.  
A: What are you studying?  
A: Where you from?  
A: you a student in Korea?  
B: I work for an airline.

## UNIT 42

---

### Exercise

Jackman

1. Where was he in February?  
He was in Central America.
2. Where was he in April?  
He was in South America.

- Where was he in June?  
He was in Australia.
- Where was he in August?  
He was in Japan.
- Where was he in September?  
He was in Europe.
- Where was he in December?  
He was in Canada.

#### Technocrat

- Where were they on Tuesday?  
They were in Portland.
- Where were they on Wednesday?  
They were in Sacramento.
- Where were they on Thursday?  
They were in San Francisco.
- Where were they on Friday?  
They were in Monterey.
- Where were they on Saturday?  
They were in Los Angeles.
- Where were they on Sunday?  
They were in San Diego.

#### Champion

- Where was she at nine o'clock?  
She was at RCA Records.
- Where was she at one o'clock?  
She was at Sardi's restaurant.
- Where was she at three o'clock?  
She was in her hotel room.
- Where was she at five o'clock?  
She was at a press party.
- Where was she at eight o'clock?  
She was at Carnegie Hall.
- Where was she at twelve o'clock?  
She was in bed.

## UNIT 43

---

### Exercise 1

(Answers may vary.)

- Were there any lions?
- Were there any tigers?
- Was there an aquarium?
- Was there a swimming pool?
- Were there any kangaroos?
- Were there any zebras?
- Was there a picnic area?
- Was there a souvenir shop?

### Exercise 2

(Answers may vary.)

- There were some lions.
- There were some tigers.
- There was an aquarium.
- There was a swimming pool.
- There were some kangaroos.
- There were some zebras.
- There was a picnic area.
- There was a souvenir shop.

### Exercise 3

- There wasn't a tennis court.
- There wasn't a beach.
- There weren't any cats.
- There weren't any gorillas.
- There wasn't a hotel.
- There weren't any dogs.

## UNIT 44

---

### Exercise 1

Answers will vary.

### Exercise 2

- she didn't have a vacation.
- we had lunch at 12:30.
- they had a cup of coffee.
- he didn't have a good time.
- she didn't have breakfast.

### Exercise 3

Answers will vary.

### Exercise 4

Answers will vary.

## UNIT 45

---

### Exercise 1

- A: She went to the bakery.  
B: She got some bread and some rolls.
- A: She went to the drugstore.  
B: She got some shampoo and some razor blades.
- A: She went to the supermarket.  
B: She got some milk and some apples.

### Exercise 2

- She didn't get any doughnuts.
- She didn't get any soap.
- She didn't get any oranges.

### Exercise 3

- A: How much bread did she get?  
B: How many rolls did she get?
- A: How much shampoo did she get?  
B: How many razor blades did she get?
- A: How much milk did she get?  
B: How many apples did she get?

### Exercise 4

- They came by bus.
- She came on foot.
- We came by train.
- I came by bicycle.

## UNIT 46

---

### Exercise 1

smile ... smiled  
dictate ... dictated  
like ... liked  
love ... loved  
play ... played  
study ... studied  
carry ... carried  
visit ... visited  
look ... looked  
watch ... watched  
listen ... listened  
start ... started  
rest ... rested  
wash ... washed  
want ... wanted  
need ... needed  
dress ... dressed  
repeat ... repeated  
rent ... rented  
stop ... stopped

### Exercise 2

1. did she play tennis
2. suitcases did he carry
3. did they start
4. did she rent the car
5. did he repeat the exercise
6. hotel did they stay in

### Exercise 3

1. Keiko liked the movie, but Ana didn't like it.
2. Andrea studied the vocabulary, but John didn't study it.
3. Chelsea watched the program, but Ben didn't watch it.

## UNIT 47

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arrived, parked, walked, stayed, watched, waited, looked, pulled, shouted, screamed, moved, hurried, asked, replied, opened, pushed, was, fired, killed, rushed, dropped, arrested, started, escaped

## UNIT 48

---

### Exercise 1

1. Rick went to Los Angeles last year. He flew with TWA. He ate steak and drank soda. He saw Disneyland. He bought a movie poster.
2. Jerome and Noreen went to Paris last year. They flew with Air France. They ate chicken with lemon sauce and drank mineral water. They saw the Eiffel Tower. They bought some perfume.

### Exercise 2

went, met, wrote, sent, shined, was, saw, rode, took, came, brought

### Exercise 3

*Answers will vary.*

## UNIT 49

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### Exercise 1

1. They had some meat, but they didn't have much.
2. They had some beans, but they didn't have many.
3. They had some coffee, but they didn't have much.
4. They had some matches, but they didn't have many.
5. They had some kerosene, but they didn't have much.
6. They had some wood, but they didn't have much.

### Exercise 2

1. They had only a little meat.
2. They had only a few beans.
3. They had only a little coffee.
4. They had only a few matches.
5. They had only a little kerosene.
6. They had only a little wood.

### Exercise 3

1. How much meat did they have?
2. How many beans did they have?
3. How much coffee did they have?
4. How many matches did they have?
5. How much kerosene did they have?
6. How much wood did they have?

### Exercise 4

1. He's a scientist.
2. He's crossing Antarctica.
3. There were five men.
4. They were there for six weeks.
5. The Antarctic winter killed them.
6. Campbell wrote the note.
7. The date is 7/10/21.
8. Campbell died on 7/11/21.

## UNIT 50

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### Exercise 1

ate, sang, carried, enjoyed, came, brought, saw, dictated, bought, met, wrote, shined, took, had, were, sent, drank, hurried, dropped

### Exercise 2

1. They're usually slow workers, but yesterday they worked quickly.
2. He's usually a careless writer, but yesterday he wrote carefully.
3. They're usually good players, but yesterday they played badly.



### Exercise 3

1. He always drives carefully.
2. They always sing well.
3. He always types slowly.
4. She always plays badly.

## UNIT 51

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### Exercise 1

1. they drove to Tampa.
2. they bought souvenirs.
3. Four days ago they visited Disney-MGM studios.
4. Five days ago they went to the beach.
5. Six days ago they met Aunt Emily.
6. Seven days ago they arrived in Orlando.

### Exercise 2

1. A: I went to Baltimore last week.  
B: Really? How did you go?  
A: I went by train.  
B: How long did it take?  
A: It took two hours and seventeen minutes.
2. A: I went to Washington last week.  
B: Really? How did you go?  
A: I went by train.  
B: How long did it take?  
A: It took two hours and forty-nine minutes.

### Exercise 3

1. How many miles is it from Los Angeles to It's 127 miles.
2. How many miles is it from Los Angeles to It's 276 miles.
3. How many miles is it from Los Angeles to It's 436 miles.

### Exercise 4

1. A: How long does it take to drive to San Diego from Los Angeles?  
B: It takes 2 hours and 15 minutes.
2. A: How long does it take to drive to Las Vegas from Los Angeles?  
B: It takes 5 hours and 55 minutes.
3. A: How long does it take to drive to Phoenix from Los Angeles?  
B: It takes 7 hours and 35 minutes.

### Exercise 5

1. A: Mrs. J.J. Lawrence left a briefcase on bus E72.  
B: Lucy Green found it.  
C: I gave it to Mrs. Lawrence one hour ago.
2. A: William P. Wilson left a gold pen on bus B4.  
B: Beau Garland found it.  
C: I gave it to Mr. Wilson half an hour ago.
3. A: Laura Holzberg left a purse on bus DD1.  
B: Joe Garcia found it.  
C: I gave it to Ms. Holzberg 15 minutes ago.

### Exercise 6

- B: I went to  
A: how did you get there  
A: How long did it take?

## UNIT 52

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### Exercise 1

was, gave, rode, got, traveled, were, stayed, forgot, fell, lost, spent, left, played, found, flew

### Exercise 2

2. The Indian Army is looking for five climbers in the Himalayas. The climbers left last month to climb Mount Everest. It began to snow heavily three days ago. The army sent out some soldiers two days ago. They spent two nights in the mountains, but they didn't find the climbers.
3. Yesterday, Boston mayor Betty Trimm opened a high school in Dorchester. She met all the teachers, and spoke to the students. Ms. Trimm does a lot of work with education.

## UNIT 53

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### Exercise 1

spent, spoke, destroyed, rescued, sent, began, photocopied, opened, fell, worked, danced, toured, crashed, happened, visited

### Exercise 2

1. B: Did they fly to New York?  
C: They didn't fly to  
D: did they fly to New York
2. B: Did she graduate from Yale?  
C: She didn't graduate from  
D: did she graduate from Yale
3. B: Did he drive quickly?  
C: He didn't drive  
D: fast did he drive
4. B: Was it a green hat?  
C: It wasn't a  
D: was it
5. B: Did John Lennon die in 1980?  
C: He didn't die in  
D: did John Lennon die
6. B: Did they emigrate to England?  
C: They didn't emigrate to  
D: emigrated to England
7. B: Did she write home every week?  
C: She didn't write home  
D: did she write home
8. B: Did he send her a fax?  
C: He didn't send her  
D: did he send her a fax
9. B: Did he get up at 10:00?  
C: He didn't get up at  
D: did he get up

10. **B:** Did the trip take five hours?  
**C:** It didn't take  
**D:** did it take
11. **B:** Did she give me any money?  
**C:** She didn't give me any  
**D:** gave me some money
12. **B:** Did she major in French?  
**C:** She didn't major in  
**D:** did she major in
13. **B:** Did he forget his Workbook?  
**C:** He didn't forget his  
**D:** did he forget his Workbook?
14. **B:** Did she bring some books?  
**C:** She didn't bring any  
**D:** did she bring
15. **B:** Was Jack London born in 1876?  
**C:** He wasn't born in  
**D:** was Jack London born

## UNIT 54

### Exercise 1

gave, won, began, married, came, fell, became, died, took, drove, read, wrote, spent, bought, met

### Exercise 2

1. No, she doesn't.
2. Yes, she is.
3. Yes, they do.
4. No, they aren't.
5. Yes, she does.
6. No, she isn't.

### Exercise 3

(Answers will vary.)

1. Elizabeth usually has soup, but tonight she's having melon.
2. David usually has yogurt and fruit, but tonight he's having apple pie with ice cream.
3. Elizabeth usually has yogurt with fruit, but tonight she's having chocolate cake with whipped cream.
4. David usually has soup, but tonight he's having shrimp cocktail.

### Exercise 4

1. David doesn't usually have  
 He's having shrimp cocktail tonight.
2. Elizabeth doesn't usually have  
 She's having chocolate cake with whipped cream tonight.
3. David doesn't usually have  
 He's having apple pie with ice cream tonight.
4. They don't usually have  
 They're having apple juice tonight.

## UNIT 55

### Exercise 1

1. What were they doing at twelve-thirty in the afternoon?  
 They were cooking.
2. What was she doing at ten o'clock in the morning?  
 She was typing.
3. What was he doing at nine-fifteen in the morning?  
 He was cleaning.

### Exercise 2

1. Yes, they were.
2. Yes, he was.
3. No, she wasn't.

### Exercise 3

1. Where were ... working at  
 They were working
2. Where was ... working at  
 She was working
3. Where was ... working at  
 He was working
4. Where was ... working at  
 He was working

## UNIT 56

### Exercise 1

1. **A:** Where was Jim Hawkins?  
**B:** He was in the video game room.  
**C:** What was he doing?  
**D:** He was playing a video game.
2. **A:** Where were Terry and Barbara Chase?  
**B:** They were in the sports room.  
**C:** What were they doing?  
**D:** They were playing Ping-Pong.
3. **A:** Where were Vivian and John Botero?  
**B:** They were in the theater.  
**C:** What were they doing?  
**D:** They were watching a movie.
4. **A:** Where was Janet Wilson?  
**B:** She was in the bathroom.  
**C:** What was she doing?  
**D:** She was taking a shower.
5. **A:** Where was Larry Silver?  
**B:** He was in his cabin.  
**C:** What was he doing?  
**D:** He was writing a postcard.
6. **A:** Where was Kimiko Okana?  
**B:** She was in the restaurant.  
**C:** What was she doing?  
**D:** She was eating dinner.
7. **A:** Where was Rosa Lopez?  
**B:** She was in the library.  
**C:** What was she doing?  
**D:** She was reading a magazine.

## Exercise 2

- A:** What did he do?  
**B:** He climbed into a lifeboat.
- A:** What did she do?  
**B:** She ran out of the bathroom.
- A:** What did they do?  
**B:** They left the theater.

## Exercise 3

plane, crossing, flew, passengers, watching, movie

## Exercise 4

- were eating
- was watching
- was reading
- were drinking
- was flying
- was writing
- were talking
- were bringing

## UNIT 57

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### Exercise 1

- A:** Can she play the piano?  
**B:** Yes, she can. She could play the piano when she was four.
- A:** Can she talk and walk?  
**B:** Yes, she can. She could talk and walk when she was nine months old.
- A:** Can she read and write?  
**B:** Yes, she can. She could read and write when she was three.
- A:** Can she speak French?  
**B:** Yes, she can. She could speak French when she was six.

### Exercise 2

*(Answers will vary.)*

- A:** Could she play the piano when she was three?  
**B:** No, she couldn't, but she could play the piano when she was four.
- A:** Could she speak French when she was five?  
**B:** No she couldn't, but she could speak French when she was six.

### Exercise 3

*Answers will vary.*

## UNIT 58

---

### Exercise 1

- You can't camp here.
- You can't swim here.
- You can't stand here.
- You can't fish here.
- You can't park here.

## Exercise 2

- You have to stop.
- You have to show your passport.
- You have to pay here.
- You have to yield.
- You have to turn right.

## Exercise 3

- You don't have to get a visa.
- You don't have to get foreign money.
- You don't have to get electrical adapters.
- You don't have to get shots.
- You don't have to get an international driver's license.

## Exercise 4

*Answers will vary.*

## UNIT 59

---

### Exercise 1

3, 1, 6, 4, 2, 5, 7

### Exercise 2

*Answers will vary.*

### Exercise 3

- B:** Hello. Can I call direct to Cali, Colombia from my room?  
**A:** Then press the country code...57 for Colombia, and the area code.  
**A:** That's correct. Then just press the local number.

### Exercise 4

*Answers will vary.*

## UNIT 60

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### Exercise 1

was, graduated, started, majored, left, became, is, lives

### Exercise 2

March 5, 1965, in San Diego. She graduated from high school in 1983. She started college in Los Angeles. She majored in physics. In 1988 she left college and became a teacher. Her first job was at a high school in San Diego. She is married and has two children.

### Exercise 3

*Answers will vary.*

## UNIT 61

---

### Exercise 1

- What's he going to do?  
What's he doing?  
He's opening the window.

What's he done?  
He's opened the window.

2. What's he going to do?  
He's going to iron his clothes.

What's he doing?

What's he done?  
He's ironed his clothes.

3. What's she going to do?  
She's going to make a call.

What's she doing?  
She's making a call.

What's she done?

4. What are they going to do?  
They're going to eat the cake?

They're eating the cake.

What have they done?  
They've eaten the cake.

## UNIT 62

---

### Exercise 1

1. He's been to the butcher.
2. They've been to the bank.
3. I've been to the post office.
4. She's been to the drugstore.
5. She's been to the bookstore.
6. He's been to the music/record store.
7. They've been to the toy store.
8. They've been to the candy store.

### Exercise 2

1. Where has he been?
2. Where have they been?
3. Where has she been?
4. Where has it been?

### Exercise 3

1. Where have they gone?
2. Where's she gone?
3. Where have they gone?
4. Where's it gone?

### Exercise 4

1. He's gone to the bank.
2. She's gone to the doctor.
3. He's gone to the post office.
4. She's gone to the supermarket.

## UNIT 63

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### Exercise 1

1. What does P.O. mean? It means post office.
2. What does ESP mean? It means extra-sensory perception.

3. What does GOP mean? It means Grand Old Party.
4. What does UFO mean? It means unidentified flying object.
5. What does U.N. mean? It means United Nations.
6. What does W.H.O. mean? It means World Health Organization.

### Exercise 2

1. What's ... just done  
He's ... just mopped
2. What have ... just done  
They've just played
3. What's ... just done  
She's just painted

### Exercise 3

*Answers will vary.*

### Exercise 4

1. No, he's already brushed them.
2. No, they've already cleaned it.
3. No, she's already done them.
4. No, I've already finished it.

## UNIT 64

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### Exercise 1

How much? *gas, bread, pollution, oil, smoke, food, time, work, news, music, information, excitement, dirt, rice, water, milk*

How many? *gallons of gas, loaves of bread, cars, bananas, minutes, hours, days, jobs, appointments, people, books, houses, apartments, glasses*

### Exercise 2

1. There aren't enough parks.
2. There isn't enough work for young people.
3. There aren't enough police officers.
4. There isn't enough fresh air.
5. There's too much pollution.
6. There are too many cars.
7. There are too many people.
8. There are too many office buildings.
9. There's too much traffic.
10. There's too much noise.

## UNIT 65

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### Exercise 1

1. She's been to Panama City.
2. She's been to Bogota.
3. She's been to Guayaquil.
4. She hasn't been to Santiago yet.
5. She hasn't been to Rio de Janeiro yet.
6. She hasn't been to Caracas yet.

## Exercise 2

1. They've been to New York.
2. They've been to Washington.
3. They've been to Atlanta.
4. They haven't been to New Orleans yet.
5. They haven't been to San Francisco yet.
6. They haven't been to Los Angeles yet.

## Exercise 3

1. Has she been to Panama City yet? Yes, she has.
2. Has she been to Bogota yet? Yes, she has.
3. Has she been to Guayaquil yet? Yes, she has.
4. Has she been to Santiago yet? No, she hasn't.
5. Has she been to Rio de Janeiro yet? No, she hasn't.
6. Has she been to Caracas yet? No, she hasn't.

## Exercise 4

1. Have they been to New York yet? Yes, they have.
2. Have they been to Washington yet? Yes, they have.
3. Have they been to Atlanta yet? Yes, they have.
4. Have they been to New Orleans yet? No, they haven't.
5. Have they been to San Francisco yet? No, they haven't.
6. Have they been to Los Angeles yet? No, they haven't.

## Exercise 5

Answers will vary.

## Exercise 6

1. She's been to Rome, and she's seen the Colosseum.
2. They've been to London, and they've seen Buckingham Palace.
3. She's been to Athens, and she's seen the Acropolis.
4. He's been to Mexico, and he's seen the Aztec pyramids.
5. I've been to San Francisco, and I've seen the Golden Gate Bridge.
6. We've been to Honolulu, and we've seen Waikiki Beach.

## UNIT 66

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### Exercise 1

We've been to Rome and Naples. We haven't been to Florence or Bologna yet. We've seen the Colosseum and the Isle of Capri. We've bought some pictures. It's expensive here. We've spent \$1,200. We've met a few people. We've sent 20 postcards to our friends. We've taken a lot of photographs. Love, Mr. and Mrs. Vincent

### Exercise 2

Cartagena and Bogota. She hasn't been to Cali or Medellin yet. She's seen a lot of Spanish forts and the Gold Museum. She's bought two wool ponchos. She's spent \$800. She's met a lot of people. She's sent 15 postcards. She's taken about 60 photographs.

## UNIT 67

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### Exercise 1

met ... met  
sent ... sent  
did ... done  
saw ... seen  
went ... gone  
took ... taken

### Exercise 2

1. **A:** meet  
**B:** met
2. **A:** hit  
**B:** hit
3. **A:** been  
**A:** were  
**B:** was
4. **A:** driven  
**A:** drive  
**B:** drove
5. **A:** drunk  
**A:** drink  
**B:** drank
6. **A:** lost  
**A:** lose
7. **A:** find  
**B:** found
8. **A:** eaten  
**B:** ate
9. **A:** take  
**B:** took
10. **A:** spoken  
**A:** speak
11. **A:** visited  
**B:** visited

## UNIT 68

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### Exercise 1

- |            |             |             |
|------------|-------------|-------------|
| 1. nicer   | 7. nearer   | 13. nearer  |
| 2. sunnier | 8. whiter   | 14. noisier |
| 3. darker  | 9. cheaper  | 15. quieter |
| 4. worse   | 10. luckier | 16. dirtier |
| 5. hotter  | 11. better  | 17. warmer  |
| 6. fresher | 12. sadder  | 18. longer  |

### Exercise 2

1. less exciting ... more exciting
2. less important ... more important
3. less dangerous ... more dangerous
4. less comfortable ... more comfortable
5. less expensive ... more expensive
6. less economical ... more economical

### Exercise 3

1. The Hudson is slower than the Sporttini.
2. The Sporttini is more expensive than the Hudson.
3. The Hudson is heavier than the Sporttini.
4. The Sporttini is smaller than the Hudson.

- The Hudson is more comfortable than the Sporttini.
- The Sporttini is shorter than the Hudson.
- The Hudson is longer than the Sporttini.
- The Sporttini is lighter than the Hudson.
- The Sporttini is more dangerous than the Hudson.
- The Hudson is bigger than the Sporttini.

## UNIT 69

### Exercise 1

- They have to go to bed at 10 o'clock.
- They have to practice 3 hours a day.
- They have to run 2 miles every day.
- They have to eat steak and salad for lunch.
- They have to stay in the hotel before a game.

### Exercise 2

- He doesn't have to go to bed at 10 o'clock.
- He doesn't have to practice 3 hours a day.
- He doesn't have to run 2 miles every day.
- He doesn't have to eat steak and salad for lunch.
- He doesn't have to stay in the hotel before a game.

### Exercise 3

- He had to go to bed at 10 o'clock.
- He had to practice 3 hours a day.
- He had to run 2 miles every day.
- He had to eat steak and salad for lunch.
- He had to stay in the hotel before a game.

### Exercise 4

- He didn't have to go to bed at 10 o'clock.
- He didn't have to practice 3 hours a day.
- He didn't have to run 2 miles every day.
- He didn't have to eat steak and salad for lunch.
- He didn't have to stay in the hotel before a game.

## UNIT 70

### Exercise 1

- A. noisier      B. noisiest
- A. whiter      B. whitest
- A. hot          B. hottest
- A. better      B. best
- A. sadder      B. saddest
- A. luckier      B. luckiest
- A. bigger      B. biggest
- A. worse      B. worst
- A. lighter      B. lightest
- A. higher      B. highest

### Exercise 2

- A. the least important  
B. less important  
D. more important  
E. the most important

- A. the least exciting  
B. less exciting  
D. more exciting  
E. the most exciting
- A. the least dangerous  
B. less dangerous  
D. more dangerous  
E. the most dangerous

### Exercise 3

- House C is more modern than house B.
- House A is more expensive than house C.
- House B is more beautiful than house C.

### Exercise 4

- House A is the most modern.
- House B is the most beautiful.
- House A is the most interesting.

### Exercise 5

- House C is the least expensive.
- House B is the least modern.
- House C is the least beautiful.

### Exercise 6

- The Handley Davidson is more economical than the Kawaskari, and the Kawaskari is more economical than the BMV.
- The BMV is noisier than the Handley Davidson, and the Handley Davidson is noisier than the Kawaskari.
- The Handley Davidson is longer than the BMV, and the BMV is longer than the Kawaskari.
- The Handley Davidson is heavier than the BMV, and the BMV is heavier than the Kawaskari.
- The Handley Davidson is more expensive than the BMV, and the BMV is more expensive than the Kawaskari.
- The Handley Davidson is more comfortable than the BMV, and the BMV is more comfortable than the Kawaskari.

### Exercise 7

- Which is most economical?  
The Handley Davidson is most economical.
- Which is the noisiest?  
The BMV is the noisiest.
- Which is the longest?  
The Handley Davidson is the longest.
- Which is the heaviest?  
The Handley Davidson is the heaviest.
- Which is the most expensive?  
The Handley Davidson is the most expensive.
- Which is the most comfortable?  
The Handley Davidson is the most comfortable.

## UNIT 71

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### Exercise 1

did ... done  
drove ... driven  
hit ... hit  
broke ... broken  
ate ... eaten  
went ... gone  
felt ... felt  
saw ... seen  
drank ... drunk  
met ... met  
got ... gotten  
sent ... sent  
found ... found  
lost ... lost  
spent ... spent

### Exercise 2

1. It's the most interesting book I've ever read.
2. It's the most delicious pizza I've ever eaten.
3. It's the most exciting city I've ever visited.
4. It's the best coffee I've ever drunk.
5. It's the most difficult language I've ever studied.
6. It's the biggest wedding I've ever gone to.
7. She's the most famous movie star I've ever met.
8. It's the most difficult question I've ever answered.

### Exercise 3

1. The cheetah is the fastest animal in the world.
2. The Rolls-Royce is the most comfortable car in the world.
3. Lake Superior is the largest lake in the world.
4. Antarctica is the coldest place in the world.

## UNIT 72

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### Exercise 1

1. Will you bring me a hair dryer?
2. Will you bring me the scissors?
3. Will you bring me a towel?
4. Will you bring me a mirror?
5. Will you bring me a comb?

### Exercise 2

1. B: I'll open it!
2. B: I'll carry it!
3. B: I'll get you an aspirin!
4. B: I'll pay for it!
5. B: I'll shut it!
6. B: I'll get you a drink!

### Exercise 3

1. No, he'll do it tomorrow.
2. No, they'll help you in a minute.
3. No, she'll ask him soon.
4. No, I'll get it next week.

### Exercise 4

1. A: Why don't we go to the theater?  
B: No, let's go to the movies to see *Escape From Earth*.
2. A: Why don't we go to the library?  
B: No, let's go to the club to hear "The Creeps."
3. A: Why don't we go to the club?  
B: No, let's go to the library to hear "Birds of New England."

## UNIT 73

---

### Exercise 1

- B: It's the same as yours.  
A: It's different from mine.  
A: Yes, it is. It's

### Exercise 2

1. B: Why don't you go to the dentist?
2. B: Why don't you go to the doctor?
3. B: Why don't you go to the bakery?
4. B: Why don't you go to a restaurant?

### Exercise 3

1. Mount McKinley isn't as high as Mount Everest.
2. BIC pens aren't as expensive as Parker pens.
3. English isn't as boring as math.
4. Cats aren't as dangerous as dogs.
5. Italy isn't as hot as Saudi Arabia.
6. English isn't as difficult as Japanese.

### Exercise 4

1. Their car is the same as ours.
2. Her watch is the same as mine.
3. His pen is the same as hers.
4. Our TV is the same as theirs.

### Exercise 5

1. It's the best movie I've ever seen.
2. It's the worst movie she's ever seen.
3. They're the best band we've ever heard.
4. It's the most interesting book he's ever read.
5. They're the best photos I've ever taken.

## UNIT 74

---

### Exercise 1

1. Are there any left?
2. Is there any left?
3. Are there any left?
4. Is there any left?
5. Is there any left?

### Exercise 2

1. There's no bread left.
2. There are no doughnuts left.
3. There are no tickets left.
4. There's no soup left.

### Exercise 3

- A: something, everything, anything  
B: Nothing

### Exercise 4

- A: Everybody  
B: anybody  
A: nobody  
A: Somebody

### Exercise 5

- A: somewhere  
B: anywhere  
A: nowhere  
B: Everywhere

## UNIT 75

---

### Exercise 1

1. We've been here since Christmas.
2. They've been here for four days.
3. He's been here since last weekend.
4. I've been here for ten years.
5. He's been here for a few days.
6. It's been here since Saturday.
7. She's been here for six years.
8. You've been here since 1991.
9. She's been here since March 20.
10. It's been here for ten minutes.
11. They've been here since August.
12. We've been here for two hours.

### Exercise 2

1. He became a businessman eight years ago.
2. He bought his house four years ago.
3. He bought his car four years ago.
4. He has been a businessman for eight years.
5. He has had the house for four years.
6. He has had the car for four years.

### Exercise 3

1. She became a rock star in 1987.
2. She retired in 1992.
3. She went to Palm Beach.
4. She has had the apartment for ( ) years.
5. She has had the car and the boat for ( ) years.
6. No, she hasn't.

## UNIT 76

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### Exercise 1

parked, third, rented, wearing, carrying  
two, finished, come back, waiting, holding  
stop, fourth, got off, saw, put, opened, got in, started  
miles, driving, weren't, wasn't, wrong, same, took

### Exercise 2

*Answers will vary.*

## UNIT 77

---

### Exercise 1

1. Neither of them are wearing shorts.
2. Neither of them are wearing jackets.
3. Both of them are young.
4. Neither of them are wearing ties.
5. Neither of them are old.
6. One of them is wearing a baseball cap.
7. One of them is wearing sneakers.
8. Both of them are wearing jeans.
9. Neither of them are wearing T-shirts.

### Exercise 2

1. All of them speak
2. Some of them play
3. None of them like
4. One of them speaks
5. One of them speaks
6. Some of them like
7. One of them likes
8. All of them speak
9. None of them play
10. Some of them like
11. All of them play
12. One of them plays
13. All of them speak (foreign) languages
14. All of them play
15. One of them likes
16. Some of them like

## UNIT 78

---

### Exercise

Bank robbery

There was a, in, threw, through, stole, worth, was  
working, it happened, are looking for, drove away,  
stolen, have not found the getaway car

Boy

years old, left his, last, has seen him, friend, told, was  
wearing, jacket, has, hair, blue, call, any information

Mont Blanc

climbers, wanted, the top of, failed, was too, had to,  
until, has been the, since

Sheep missing

is worried, on, has attacked, killed, There are some,  
no one has seen, for, Maybe it's, saw, is guarding his  
fields at night

## UNIT 79

---

### Exercise 1

- A: Can I help you?  
A: What kind of flowers would you like?  
A: Tulips are very nice at this time of year.  
A: Would you like to include a message?



## Exercise 2

B: A present for me? What a nice surprise? Can I open it now?

B: *Ooh!* Candy! I love candy! Thank you very, very much.

## Exercise 3

A: It's been a wonderful party. Thank you very much.

A: I'm sorry, but I really have to catch the last bus.

A: I'm going to Montreal.

## Exercise 4

*Answers will vary.*

## UNIT 80

---

### Exercise 1

1. stole ... stolen
2. throw ... thrown
3. read ... read
4. get ... got
5. are ... been
6. beat ... beat
7. bought ... bought
8. hit ... hit
9. broke ... broken
10. spend ... spent

### Exercise 2

you, he, her, us, their

### Exercise 3

1. What are they doing?  
They're running.
2. What is it doing?  
It's sleeping.
3. What are they doing?  
They're dancing.

### Exercise 4

1. easy
2. expensive
3. short
4. safe

### Exercise 5

1. well
2. badly
3. carefully
4. quickly

### Exercise 6

1. a
2. some
3. some
4. an

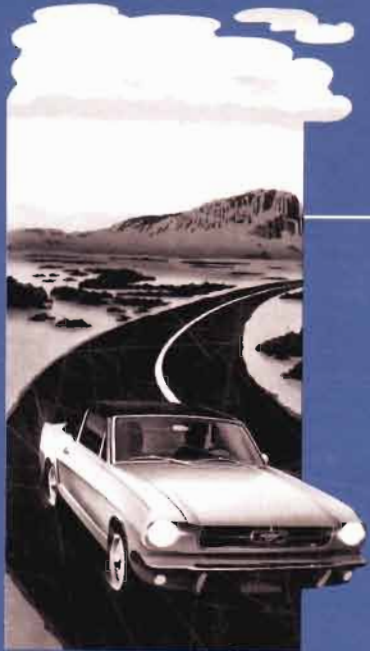
## REVIEW

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### Units 41-79

41. December 26 was a Saturday.
43. They were in Chicago.
44. He ate food tablets and food in tubes.
45. He got some rolls.
46. Gloria signed the letters.
47. He fired twice.
48. He bought a lot of souvenirs.
49. The test pilots saw a ship, and it rescued them.
50. Jason lost his shoe.
52. They're looking for two climbers in the Blue Ridge Mountains.
53. She became a paramedic in 1986.
54. He's recording a video.
55. The dog was sitting on the opposite corner from the cat.
56. He was wearing a mask over his face.
57. He could swim when he was 3.
58. No, she doesn't.
59. The area code is 619.
61. Phil is speaking to Mission Control.
62. He's been to the bank.
63. It's behind his ear.
64. She was born in a small town.
65. Yesterday he was in Berlin.
66. He met a girl from Texas.
67. She had it last winter.
68. The machine can change people.
69. He had to go to the hospital because of the dust from the mine.
70. Russia is the biggest country in the world.
71. It's 100 miles away from the CN Tower.
72. The suggestions box is in the cafeteria.
74. No, there aren't.
75. They've lived there for ( ).
76. He can't use the laptop computer, the portable phone, or the portable TV.
77. The Dixie Chickens are from Atlanta, Georgia.
78. The three climbers are from Mexico, Japan, and the United States.
79. She bought a dozen pink roses.





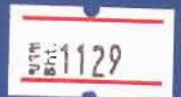
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