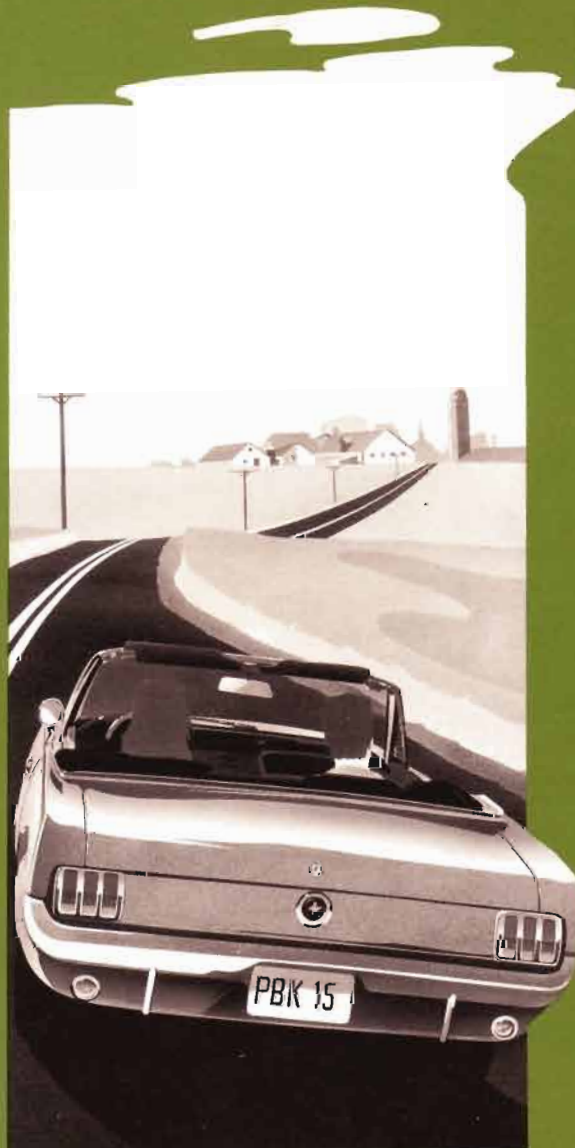


New American **STREAMLINE**

BERNARD HARTLEY & PETER VINEY

CONNECTIONS

Teacher's Book



REVISED BY TIM FALLA



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CONNECTIONS

An intensive American English series for intermediate students
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> :	
Connections in the classroom	vii
1. Review	
2. The classroom context	
3. Setting up the situation	
4. Covering the text	
5. Prelistening questions	
6. Playing the recording	
7. Listen and repeat	
8. Oral practice	
9. Silent reading	
10. Playing the recording again	
11. Questions and answers	
12. Retelling	
13. Pair Work	
14. Application/Pair Work	
15. Role playing	
16. Application	
17. Copying	
18. Further activities	
19. Visual aids	
Index to units 1–80	x
Units 1–80	
Appendices	
Vocabulary	
Irregular verbs	
Listening appendix	
Suggestions for further activities (continued)	92
Workbook answer key	100

Note:

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

INTRODUCTION

New American Streamline: Connections 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. a CD/cassette, 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: Connections is an intensive, integrated course in English for adult and young adult intermediate students. It is designed for use with students who have already taken a basic beginner/elementary course such as *New American Streamline: Departures*.

New American Streamline: Connections 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

At the intermediate level, the student has a twofold aim. Some of the language he/she has already learned has been imperfectly learned, and there is a need for constant review and reinforcement. At the same time, the student wants to acquire new elements of the language. We have tried to balance these two aims by building a constant review element into the structural progression.

New American Streamline: Connections provides opportunities to review and practice previously taught elements of the language in new and interesting contexts. It achieves this in two ways:

1. specific review and reinforcement units;
2. a constant pattern of recycling key structures, vocabulary items, and expressions.

The new elements of the language have been selected and graded in terms of:

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

The four skills

New American Streamline: Connections 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: Connections* 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 him-/herself. This activity is much underrated. The student should be constantly encouraged to compare his/her own speech with that of 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.

5. Listening to more extensive passages of recorded material where the student is expected to listen either for specific information or for general meaning. These listening passages are not printed in the main body of the Student Book, but appear in full in the Listening Appendix.

■ Speaking

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

1. Selective 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 the accurate formation of language patterns. Such practice is an essential step toward the ultimate goal of creative speaking. Students must be able to say what they want to say when they want 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: Connections* 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 table at the back of the book, the Student Book does not include linguistic descriptions either of the traditional grammatical kind (the present simple, frequency adverbs, etc.) or of the functional type (introducing yourself, saying what your job is, etc.), except when they appear as the title of a unit (e.g., *Telephoning*). 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: Connections* 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 to form a summary of 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: Connections* are freer than those in *Departures*, but are guided to the extent that the student is always presented with a model on which to base his/her composition.

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: Connections 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. In particular, Units 1-4 should enable the

teacher to establish how much review is necessary before proceeding with the series.

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: Connections is a fully integrated series, providing all the material necessary for an intermediate 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: Connections* 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: Connections 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, utterances 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: Connections* 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 seems to provide 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 covers of both the Student Book and the Teacher's Book.

5. Prelistening questions

Apart from the listening exercises that appear in the Student Book, prelistening questions are sometimes suggested in the teacher's notes for use before listening to some recordings and before reading passages. These questions should be written on the board.

Where an overhead projector is available, transparencies with the questions may be prepared. This will save time during the lesson.

6. Play the recording (or act out the conversation)

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

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

7. 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 utterance ("forward buildup"), or from the end ("backward buildup"), depending on where the problems lie in the sentence.

7.1 Backward buildup.

Target sentence:

I'd like to make a reservation.

Repetition stages:

reservation/a reservation/to make a reservation/

I'd like to make a reservation.

7.2 Forward buildup

Target sentence:

You should eat lots of salad.

Repetition stages:

You/You should/You should eat/You should eat lots of/

You should eat lots of salad.

8. Oral practice

Oral practice exercises enable the student to internalize the forms of the language so that he/she can produce the required utterance 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.

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

8.2 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 terms such as Coca-Cola.

8.3 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 means the teacher gives two or three examples to show how the exercise works.

8.4 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.

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

8.6 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: Connections*, 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 hope that the teacher improvise practice exercises when needed.

9. Silent reading

In this activity the students read the text silently and at their own speed. The silent-reading activity reinforces what has been heard and practiced, and prepares the way for further practice. It provides a link between 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.

10. Play the recording again

This confirms and reinforces what the students have read. Students can follow the text in the book.

11. Questions and Answers

This activity is designed to give further language practice and to 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.

11.1 Yes/No questions.

Did you go to New York?

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

11.2 Either/Or questions.

Did you go to New York, or did you go to Chicago?

to elicit: *I went to New York.*

11.3 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?

11.4 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.*

11.5 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.*

11.6 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.

12. 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 68):

12.1 Complete my statement.

Target sentence:

Elvis Presley died on August 16, 1977.

T: *Elvis Presley died on...*

C: *...August 16, 1977.*

12.2 Correct my statements.

Target sentence:

His parents were very poor, and Elvis never had music lessons.

T: *His parents were very rich.*

S: *No, they weren't. They were very poor.*

T: *Elvis had a lot of music lessons.*

S: *No, he didn't. He never had music lessons.*

12.3 Retelling with cues.

Target sentence:

In March 1958, Elvis had to join the army.

T: *...in March 1958 Elvis/army.*

C: *In March 1958, Elvis had to join the army.*

These methods are alternated to give variety of practice.

13. 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 him-/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.

14. 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.

15 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.

16. 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:

16.1 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 *When were you born?*

Unit 2 *Can you spell your name?*

Unit 3 *Have you ever seen a detergent commercial on television?*

Unit 4 *How high can you jump?*

Unit 5 *Will you be here next week?*

16.2 Simulated situations.

Unit 2 *Using the telephone*

Unit 9 *Buying something at the drugstore*

Unit 18 *Cashing a check*

Unit 38 *Giving advice to someone*

16.3 Language games.

Unit 33 *The Yes/No Contest*

Unit 64 *Where is it made? (Quiz)*

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

Unit 2 *Find out the area code for (Chicago).*

Unit 50 *Ask someone for directions tonight.*

16.5 Written application.

Unit 25 *Write an (airline) announcement.*

Unit 67 *Write a short review of a television program*

17. 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.

18. 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.

19. Visual aids

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

19.1 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 count and non-count nouns.

19.2 A prop classroom clock with movable hands.

19.3 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/Count and Non-Count Nouns/
Adjectives and Adverbs/Famous People, etc., or
related to specific situations from the series such as the
menu items in Unit 70 (*Eating Out*).

Index to units 1-7

Unit	Main teaching points	Expressions
1 All aboard!	Review and reinforcement: to be, there is/are, would like Present simple, Present continuous, Present perfect Question words: What? When? Where? Which? Why? How many? Possessive adjectives and -'s some/all/a lot/most of the... Names, nationalities, occupations, days of the week, dates, ordinal numbers	All aboard! By the way... Do you think so? I'm so sorry. Nice to meet you. No problem. No, thanks. Oh, really? That's OK. What? What a (terrible party)!
2 Using the telephone	Numbers The alphabet Can I...? May I...? I'd like to... Using the telephone Listening	Can you spell that, please? I'm connecting you. Just a moment. Let's see. One moment. Please hold. Thank you.
3 Fizz is fantastic!	Review and reinforcement: Can, have, have to (do that) Past simple going to do/doing/done this/that/these/those Comparisons and superlatives Instructions	from now on. I sure can! of course OK So... that's right
4 Olympic Update	Review and reinforcement: Past simple Present perfect	Here (we are)... He's all right. It's time (now) for... Oooh!
5 Waiting for a friend	Future simple: to be: + Q + Aff + Neg.	...dear Don't worry. ...honey I won't be long. I've heard so much about (him). on (my) own right (over) here/there What's the matter?
6 Monday morning	Future simple (continued) Habits: I'll (do that). + Q + Neg.	Come on! ...hon It's all right for you. It's not that bad. Oh, I don't know. What a life!
7 Good luck, Waldo!	Review and extension: Future with <i>will</i> Plans and intentions Listening	Call me (Waldo)... Good luck! I think so. on the way Welcome to...

Index to units 8–16

Unit	Main teaching points	Expressions
8 It happened to me	Review and consolidation: Present simple Past simple Present perfect Past continuous Position of adverbs Narrative	How about you? kid sister on fire right then
9 At a drugstore	Shopping Medicines Requests: Could I/you...? Offers: Should I...? Containers	about (20) minutes How long will it take? I'll come back later. It'll be waiting. out of (fifty) Thank you very much. There you go. Will that be all? You're welcome.
10 Superstar	(I) want (that). (I) want (to do) (that). (I) want (you) (to do) (that).	Come in. Excuse me? I'm sorry. You got it.
11 Look, feel, taste, sound, smell	It looks/feels/tastes/sounds/smells (good). It looks like (a used car).	Brr! I guess... ...sir. Waiter!
12 A science-fiction story	Review and reinforcement Narrative Could	
13 It's too hot!	(It's) too (hot) for (me) to (drink). (It's) (cool) enough for (me) to (drink). (I'm) not (strong) enough to (lift it). (I'm) too (weak) to (lift it).	Hurry up! Let's... OK, OK. Over here, please. Porter! Taxi! There goes... You're right.
14 Two phone calls	Review and reinforcement: (I) wanted to (see it). (I) couldn't (see it). (I) had to (see it). Listening	Hello? I see. Is that you? It's (Randy). (Randy) who? Uh-huh. Who's this?
15 Army Recruiting Office	(You'll) have to (do that). + Q + Neg. (I've) (never) had to (do that).	...man. Oh, yes. Sit down! yeah
16 A traffic survey	(I've) been able to (do that) (twice). + Q with <i>How long?</i> + Neg. Listening	Is that all? Yes, that's it. Your name is...?

Index to units 17–27

Unit	Main teaching points	Expressions
17 Changes	(You'll) be able to (do that). + Q + Neg.	Have a seat. ...right? right away Whew! ...with no problem
18 Checks and money	Dealing with checks/credit cards/ banks	Good. Good morning. Next! Will that be all right?
19 Excursion to Egypt	How far/hot/high/long/old/wide/ deep/tall is (it)?	Wow!
20 Everybody's in a hurry	Comparison of adverbs: slowly/more slowly, better, worse, harder, faster	these days
21 A day off	Review and reinforcement	Fine, thanks. Good-bye/Bye. Hi/Oh, hi! How are you? Take care. Thanks for coming by. -What's the problem? What's up?
22 Applying for a job	Tag questions (1) Personal details Filling out forms	Have a seat. How do you do? Yes, of course.
23 Disasters	Review and reinforcement: Past continuous Past simple manage to (do)	
24 A trip to the old country	Review and consolidation Letter format	(Hiram) sends (his) love. I enclose... I hope so. I'm afraid that... Very best wishes What a surprise! With fondest regards
25 Traveling by air	Questions with <i>may</i> Listening	Excuse me. Here it is. Fine. Ladies and gentlemen That's fine.
26 I've cut myself!	Reflexive/emphatic pronouns: myself/yourself/himself/herself/ itself/ourselves/themselves	Be careful! Congratulations! Let me see it. Ow! Terrific!
27 Choosing a pet	Comparisons: (not) as good/ well/much/many as...	as mean as the devil How are you today? Oh no, ma'am. That's true.

Index to units 28–36

Unit	Main teaching points	Expressions
28 Checking an alibi/ An interrogation	Tag questions (2)	(food) to go
29 Going to a party	Socializing Let Suggestions	Go on in. Great to see you. (He was here) a second ago. help yourself. I'm just hanging out. It was nice of you to (invite me). Not (dancing)? see you later Thanks for coming. Thanks again. Why not?
30 Together Again	Reflexives/each other: She likes him. He likes her. They like each other.	Action! Cut! It's not my fault. Take five.
31 So am I!	Rejoinders: So am I/Neither am I. I'm not/Neither am I. Listening	I'll see you (there)! Really? You're kidding!
32 A family problem	Prepositions after adjectives: pleased with/worried about/ good at/interested in/sorry about/ rude to/tired of/sorry for/upset with	
33 The Yes/No Contest	Confirming/disagreeing Review of Yes/No and tag questions	I agree. I disagree. Of course not. I'm not certain/sure. That's correct. That isn't correct. That's right. That isn't true. That's wrong.
34 I used to...	(I) used to (do that), but (I) (don't) anymore. + Neg. + Q	No way.
35 A busy office	Indirect commands: Ask/Tell (him) to (do that). (He) asked/told (him) to (do that). + Neg. Indirect statements with the original tense retained in the subordinate clause: (He) says (he) can('t) go.	
36 The smuggler	Review and reinforcement: Past simple Used to Narrative	Hello there!

Index to units 37–48

Unit	Main teaching points	Expressions
37 Opinions	I'm bored / It's boring / It bores me + interested / worried / frightened / amused / shocked / embarrassed / annoyed. Giving opinions Listening	
38 Advice	(You) should / shouldn't (do that). Giving advice	Believe me... a couple of (days) How's it going?
39 Awards for bravery/ Congratulations!	Defining relative clauses with <i>that</i> : It's / He's / She's / That's / the one that (does it).	
40 Waiting	Present perfect continuous: He's been (working) for a (long time). + Q + Neg.	
41 Milestones	Review and reinforcement Personal history Career Listening	I guess...
42 A court case	Relative clauses (2): (He's) the (man) (I saw).	Are you absolutely sure (about them)?
43 The empty chair	Review and reinforcement Narrative	
44 How long? How much?	Present perfect simple and continuous: How long (have you) been (doing that)? How much / many (have you) (done)?	Fill it up (please). a long way Oh, really? What can I do for you?
45 Operation Diamond	Relative clauses (3)—contrast: (He's) the man (I met). (He's) the man that (met me).	
46 Making reservations	Reservations Inquiries Prepositions of place	If you don't mind.
47 A new job	(I) like (swimming). + Q + Neg. I'm (afraid of / tired of / interested in) (doing that).	It's not that bad. What's wrong with that?
48 Talking about the weather	Will it (rain)? It might / might not (rain). What will (the weather) be like (in Denver)? It depends on... Listening	

Index to units 49–57

Unit	Main teaching points	Expressions
49 A restaurant kitchen	Extension of quantity expressions: There's plenty of... There are plenty of... There are too many... There's a little too much... There isn't enough... There's a lot of... There are lots of... Start/Begin (doing it). (He's) getting (upset). I'm (a waitress), not (a cook).	Huh? Hurry up! I only have two hands.
50 Asking for directions	Location Prepositions of place/movement	Can you tell me the way/best route to...? Can you tell me when we get (there)? Does this bus go to ...? Don't bother to knock. Exact change only. I have an appointment with (Mrs. Bedoya). Just go right in. (She)'s expecting you. Step in. Turn (left) on (the interstate).
51 Coast Guard rescue	Indirect questions (1): Ask (him) if (he's married). Ask (her) (where) (she lives).	be in pain by radio Uh-oh.
52 UFO	Indirect questions (2): Do you know (who) (it is)? I don't know if (it's open).	Don't ask me! Great! The engine died. (They were) on (their) way to (Cincinnati).
53 The Daily Sun	Review and reinforcement Reading for main ideas	(He)'s in for a surprise.
54 A mugging	Review and reinforcement Nobody else Picture narrative	
55 Breakfast blues	I'll (do it) when/before/after/ as soon as (she comes). Listening	
56 General Hospital	Conditional (type 1): I/-'ll/will/won't (do) (this), if you do/don't do (that).	I'm afraid so. I'm only joking.
57 Please help!	Review and consolidation Letter format	be in danger Congratulations on... Yours sincerely

Index to units 58–69

Unit	Main teaching points	Expressions
58 On the road	Conditional (type 1) (continued) Road travel	...buddy I don't know if you can help me. I have no idea. In that case... It's nothing serious. That's not necessary. Will you take a credit card?
59 Reservations	Format for business letters	by fax Dear Sir or Madam I wish to... Please find enclosed Please hold That's all. We are pleased to... We look forward to... Yours (truly)
60 Emergency—Dial 911	Past perfect (1): He had (done it). + Q + Neg.	just in time 911 (emergency telephone number)
61 Embarrassing experiences	Past perfect (2)	do some shopping hand in hand
62 A ghost story	Past perfect (3) Past perfect continuous Emphatic pronouns	Don't be silly! Go on. This isn't funny.
63 Buying a present	Shopping situations Made of (gold)	Do you need any assistance? I have the perfect thing! It's right here.
64 Where is it made?	Passive (1): It is/was made in (the U.S.). It is/was imported from/ exported to (the U.S.).	I'm doing fine.
65 A real bargain	Passive (2): It has been (renovated). It will be (built). Houses	I guess not.
66 The Six O'Clock Report	Passive (3): It is (being done). It had been (done).	
67 The Sunday Magazine	Extension of passive (3): It can be (done). Listening	Don't miss it!
68 Elvis Presley— Story of a Superstar	Review and reinforcement: Biographical data To become	
69 Classifieds	Conditional (type 2): If (I) had enough money/were rich, I'd (do that). + Q	

Index to units 70–80

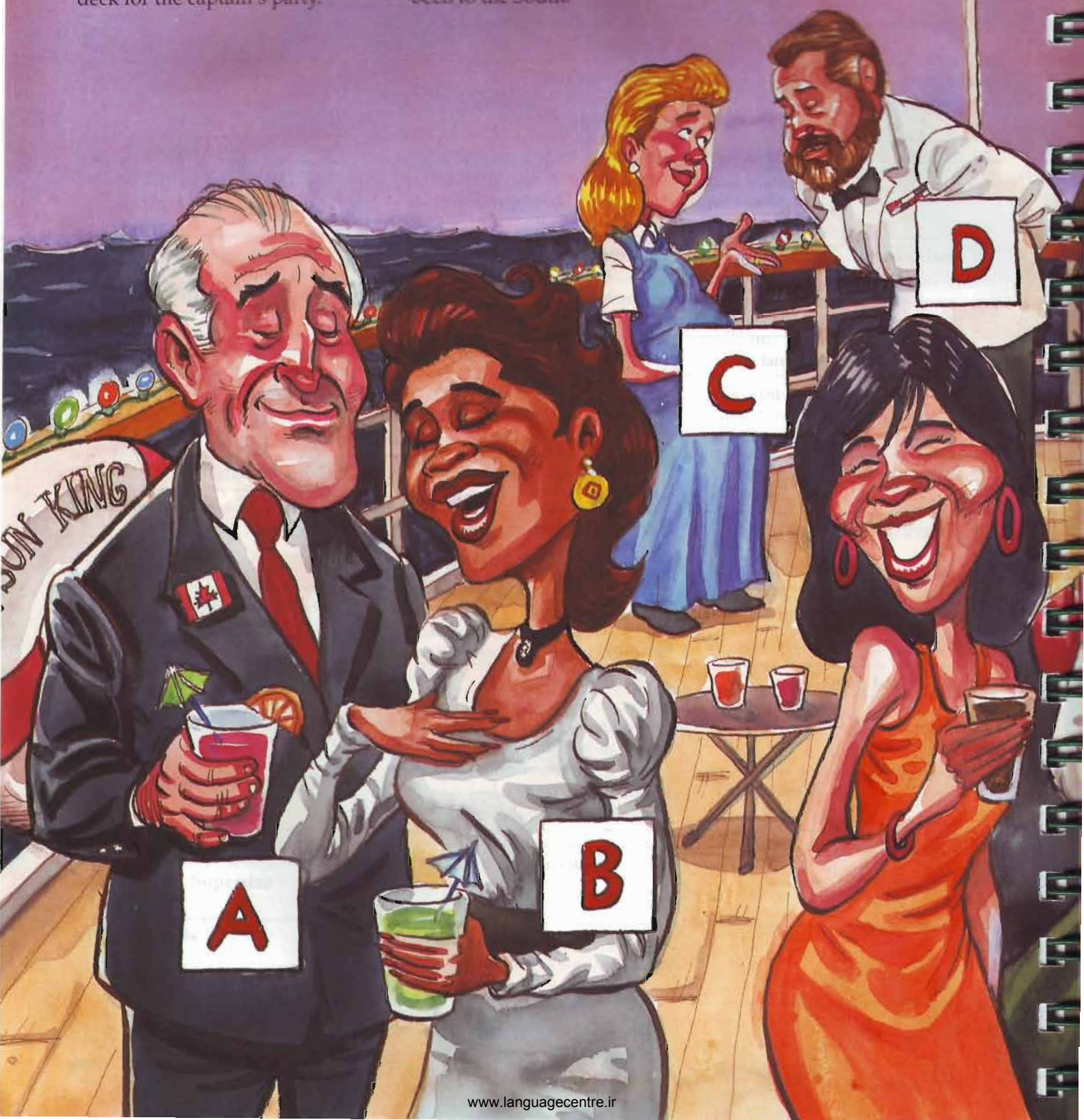
Unit	Main teaching points	Expressions
70 Eating out	Restaurants Food Choosing Giving advice Listening	Anything else? Anything to drink? Do you feel like (a hamburger)? ...if I were you. Is that everything? Let's try it. What can I get for you? Why don't we just...?
71 Offshore oil	Extension of conditionals (1): (If clauses)	
72 What would you do?	Extension of conditionals (2): (If clauses)	
73 Far Trek	Passive—modals: It can/cannot/has to/might/ must be done.	
74 Reports	Reported speech (1)—basic tenses: to be, can, have, Present simple, Past simple, Present perfect, Future simple	
75 Oral exams	Reported speech (2)—questions: She asked me what (my name was). She asked me if (I was married).	Hey (Marta)! read out loud right away
76 But you said...	Extension of reported speech (3)	I can recommend it highly. I'm really sorry (to hear that). in fact just a minute You were so right.
77 Having things done	to have/get (something) done	I'm sorry I'm late. Well then,...
78 Supermarket shock	Review and reinforcement of reported speech Listening	Give (her) my best wishes.
79 The appointment	Review and reinforcement of reported speech Narrative	Once upon a time...
80 Hopes and plans	Verb patterns: I want to/hope to/would like to/-'d like to/intend to/plan to be a movie star. I hope (I) can (save enough money). I hope (I) will (play every day). Review and reinforcement	in good shape

The *Sun King* is a cruise ship. It is sailing around the Caribbean. There are a lot of tourists on the ship. Most of them are from the United States, but some of them are from Canada and Latin America. It's the seventh day of the cruise, and their ship is sailing from Venezuela to Barbados. All of the passengers and most of the crew are on deck for the captain's party.

- A: Hello. My name's Pierre Lafontaine. I'm from Montreal.
 B: Hi. I'm Heather Hillman.
 A: Where do you come from?
 B: I come from Montgomery.
 A: Montgomery. Where's that?
 B: It's in Alabama... Haven't you heard of Alabama?
 A: Oh, yes, of course, Alabama. It's in the South. I've never been to the South.

Questions

What is the *Sun King*?
 What is the *Sun King* doing?
 Are all of the passengers from the United States?
 Ask, "How many of them...?"
 Where are the others from?
 Is it the first day of the cruise?
 Ask, "Which day?"
 Where's the ship?
 Where are the passengers?
 Why are they there?



Target structures

Review and reinforcement:

to be
there is/there are
would like

Present simple
Present continuous
Present perfect

Question words: What? Where? Which? Why? How many?

Possessive adjectives and -s

around (from/in/on/for/until)

some of the...
all
a lot
most

names, nationalities, occupations, days of the week

Expressions

All aboard No, thanks.
By the way... Oh, really?
Do you think so? That's OK.
I'm so sorry. What?
Nice to meet you. What (a terrible party)!!
No problem. Yes, please.

Vocabulary

address (n)	deck	phone
bank	dressing table	shower
bathtub	drink (n)	signature
bed	first class	telephone
birth	first/last name	tourist
boarding card	ice	
cabin	middle initial	come
captain	name	fill in
chair	nationality	hear
closet	occupation	sail (v)
crew	orange juice	
cruise (n)	party	another
date	passenger	terrible
		some

Note: In this unit the teacher may take the opportunity to check the students' ability to use and manipulate the structures listed above. Extra practice on problem areas can be added at the teacher's discretion. The unit may be divided into two lessons, with a break after step 17. With more advanced classes, the manipulation practice can be used at the teacher's discretion.

1. Briefly review the previous lesson.

2. Introductory text. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *Where are the tourists from?* Play the recording or read aloud. Check answers.

3. Selective repetition of the introductory paragraph. (Have students repeat each utterance, first in chorus, then by a few individuals selected at random.)

4. Silent Reading. (Have the students read the paragraph silently.)

5. Questions and Answers.

Note: Students should cover the text in their books to ensure full attention. See page viii in the Introduction.

What is the Sun King?
Where is it?
What's it doing?
Are there a lot of tourists on the ship, or are there only a few?
Are all of the passengers from the United States?
Ask, "How many of them?"
Where are the others from?
Is it the first day of the cruise?
Ask, "Which day?"
Where's the ship sailing from?
Where's the ship sailing to?
Where are the passengers?
Why are they there?

6. Pair Work. Students ask each other the questions in the Student Book.

7. Conversation A-B. Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out the conversation.

8. Selective repetition of Conversation A-B as in step 3.

9. Practice (T = Teacher, C = Class):

T: I/Montreal Continue:
T: I'm from Montreal. he/Chicago
T: he/Chicago they/Tokyo
T: He's from Chicago. she/New York
T: I/Montreal you/Caracas
C: I'm from Montreal. I/Los Angeles
we/Cairo

10. Practice:

T: you
T: Where do you come from?
T: he
T: Where does he come from?
T: you
C: Where do you come from?

Continue:

he
they
she
Maria
John and Maria

11. Practice:

T: I/Montgomery
T: I come from Montgomery.
T: he/Dallas
T: He comes from Dallas.
T: I/Montgomery
C: I come from Montgomery.

Continue:

he/Dallas
they/Mexico City
we/Bogotá
she/Sao Paulo
you/San Juan
he/Osaka

12. Practice (S = Student)

T: Where's Montgomery?
T: It's in Alabama.
T: Where's Tokyo?
T: It's in Japan.
T: Where's Montgomery?
S: It's in Alabama.

Continue:

Where's Tokyo?
Where's Chicago?
Where's Acapulco?
Where's San Francisco?
Where's Toronto?
Where's Lima?

13. Silent reading of Conversation A-B.

14. Pair Work on Conversation A-B. (Students read the conversation in pairs, reversing the roles of A and B after the first reading.)

15. Application. The teacher takes the part of A and introduces him/herself to a student. Then the teacher takes the part of B and selects a student to introduce him/herself. Have students circulate around the class, introducing themselves to each other using the same pattern.

(continued)

16. Ask questions about students in the class: *What's (his) name? Where does (she) come from? Where's that?* If students don't know the answers, say *Ask (him)*. (Note: In a multilingual situation, use country/town. In a monolingual situation in one town, use town/section.)

17. Focus attention on the boarding card (Exercise 1). Go through checking vocabulary. Ask several students the questions. Have students ask the questions. (*Ask him/her/ask me.*)

18. Pair Work. Students ask each other the questions and each fills out the card for the other student. Change pairs, and students ask about the previous partner, e.g., *Where does (she) come from?* etc. This can be repeated several times if necessary.

This point could be the end of the first lesson.

19. Conversation C-D. Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out.

20. Selective repetition of Conversation C-D.

21. Practice: Continue:
 T: *What a terrible party!* What a nice (dress)!
 T: *Oh, really? Do you think so?* What a beautiful day!
 T: *What a nice (dress)!* What a great book!
 T: *Oh, really? Do you think so?* What a wonderful idea!
 T: *What a terrible party!* What a terrible movie!
 C: *Oh, really? Do you think so?*

22. Practice (use names of students or persons known to them):

T: *you* Continue:
 T: *What do you do?* (Maria)
 T: (Maria) *they*
 T: *What does (Maria) do?* *she*
 T: *you* (Yoshi and Keiko)
 C: *What do you do?* *he*

23. Practice: Continue:
 T: *my* *her*
 T: *It's my party.* *their*
 T: *her* *our*
 T: *It's her party.* *his*
 T: *my* *your*
 C: *It's my party.* *the captain's*

24. Silent reading of Conversation C-D.

25. Pair Work on Conversation C-D. Have students reverse the roles after the first reading.

26. Application. Say: *I'm a teacher. What do you do? Ask him/her/each other.*

27. Conversation E-F. Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out.

28. Selective repetition of Conversation E-F.

29. Practice: Continue:
 T: *drink* *cookie*
 T: *Would you like another drink?* *cup of tea*
 T: *cookie* *cup of coffee*
 T: *Would you like another cookie?* *piece of cake*
 T: *drink* *sandwich*
 C: *Would you like another drink?*

30. Practice:
 T: *orange juice*
 T: *I'd like some orange juice.*
 T: *cup of coffee*
 T: *I'd like a cup of coffee.*
 T: *orange juice*
 C: *I'd like some orange juice.*

Continue:
cup of coffee
apple juice
cup of tea
ice cream
glass of milk
coffee
ice-cream cone

31. Silent reading of Conversation E-F.

32. Pair Work on Conversation E-F.

33. Role play. In pairs, students role play or act out the situation of a host and guest and offer drinks, food, etc. Encourage them to use their own words. Have several pairs act out the conversations (as time allows).

34. Exercise 2. Focus attention on the plan of the cabin.

Say: *There are two beds, and there's a shower....*
 Describe the cabin. (After doing the exercise orally in class, assign it for written homework.)

35. Pair Work. Pairs of students question each other about the cabin using: *Is there a.... Are there any...?* Then have them reverse roles.

36. Application. Ask questions about the students' own rooms at home. Say: *Ask me/him/her/each other.*

37. Exercise 3. Explain that this is the itinerary of the ship's voyage. Ask: *Where are they now?* Remind the students that the ship is going from Venezuela to Barbados. Go through days of the week and the (ordinal) number of the days of the voyage (using repetition if necessary).

38. T: *Have they been to Jamaica?* S: *Yes, they have.*
 T: *Have they been to the Virgin Islands?* S: *No, they haven't, etc.*
 Pair Work. Students ask each other: *Have they been to...?*

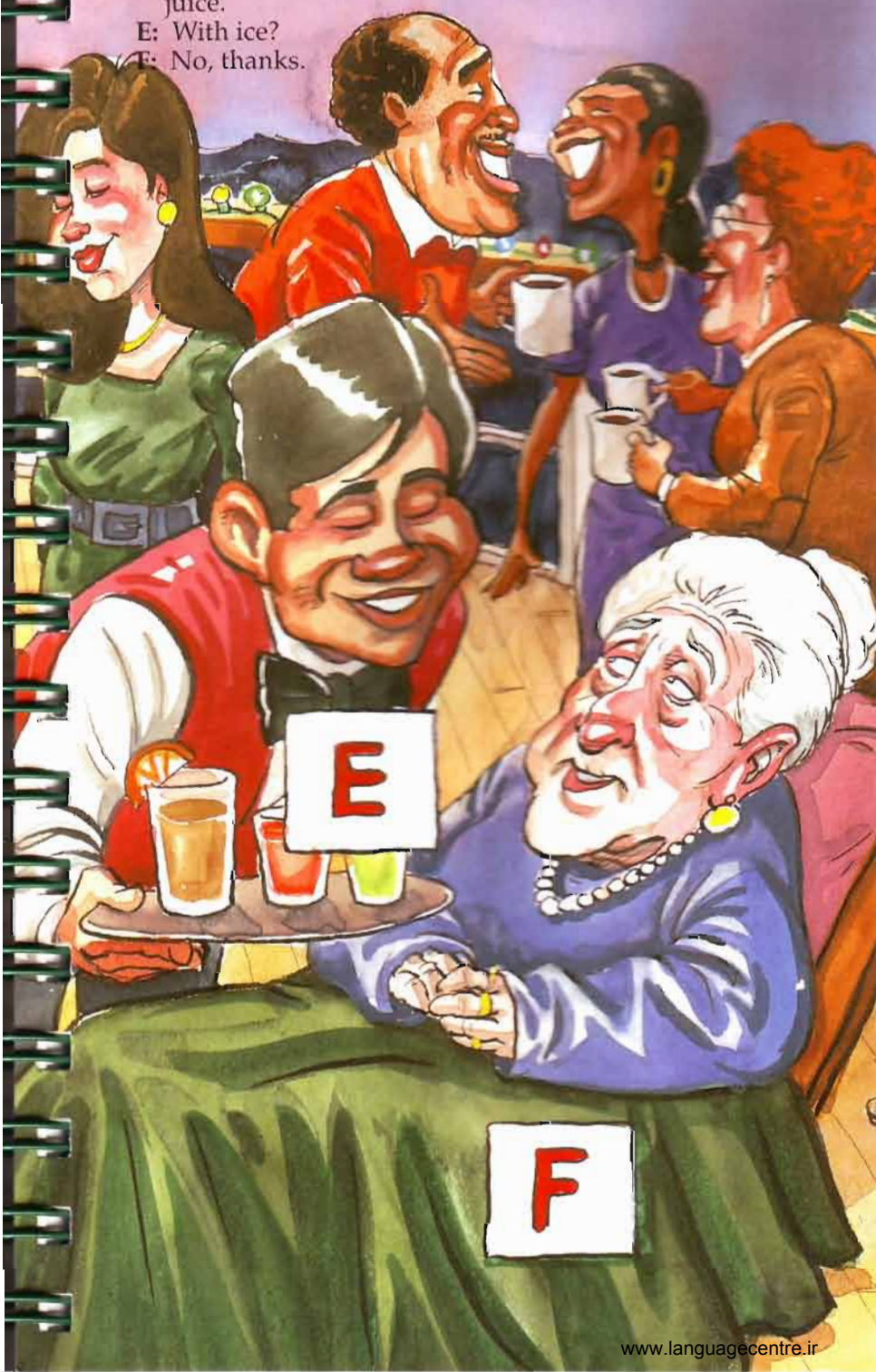
39. T: *When did they go to Jamaica?*
 S: *They went there on Monday.*
 Pair Work. Students ask each other: *When did they go to...?*

40. T: *Where are they going on the eighth day?*
 S: *They're going to Barbados.*
 Pair Work. Students ask each other: *Where are they going on the ...th day?*

41. Application (+ *Ask him/her/me/each other.*).
Have you ever been on a ship?
Ask When? Ask Where?
Did you enjoy it?
Ask Why/Why not?
Have you ever been to (Jamaica)? etc.
Ask When?
Would you like to go to (Jamaica)? etc.

C: What a terrible party!
 D: Oh, really? Do you think so?
 C: Yes, I do. Oh, by the way, my name's Marianne Wilson.
 D: I'm Tom Gray. Nice to meet you.
 C: I work in a bank. What do you do?
 D: Well, I'm captain of this ship. It's my party.
 C: Oh, I'm so sorry!
 D: That's OK. No problem.

E: Would you like another drink?
 F: What?
 E: Would you like another drink?
 F: Oh, yes, please. I'd like some orange juice.
 E: With ice?
 F: No, thanks.



Exercise 1

BOARDING CARD

THE SUN KING

Last name	First name	Middle initial
Nationality	Date of birth	Occupation
Address		Phone
Signature		Date

All of the passengers had to fill out this boarding card. Ask somebody these questions and fill out the card for him or her.

What's your last name?
 What's your first name?
 What's your middle initial?
 When were you born?
 What nationality are you?
 What do you do?
 Where do you live?

Exercise 2

This is a first-class cabin on the Sun King. There are two beds, and there's a shower.

Describe the cabin.



Exercise 3



Itinerary

Day of the week	Day of the cruise	Location
Saturday	1st	Miami
Monday	3rd	Jamaica
Wednesday	5th	Curacao
Thursday	6th	Venezuela
Saturday	8th	Barbados
Sunday	9th	Martinique
Monday	10th	Virgin Islands
Tuesday	11th	Puerto Rico
Thursday	13th	Dominican Republic
Saturday	15th	Miami

Where have they been? When did they go there? Where haven't they been yet?
 Where are they going? When are they going there?

Jade: 212-332-1506. That's it.

Message: Thank you for calling XYZ Records Incorporated. You are in a call waiting system. Please hold. Your call is very important to us. As soon as an operator is free, we'll talk with you...

Operator: XYZ. Can I help you?

Jade: I'd like to speak to James Singh, please.

Operator: Which department?

Jade: Accounting.

Operator: Please hold. I'm connecting you.

Message: Thank you for calling Lemon Computers. If you are calling from a touch-tone phone, and you know the extension number you require, you may dial it now, or at any time during this message. For sales and marketing, press 1 now. For customer service, press 3 now. For all other inquiries press 0, or stay on the line and someone will assist you shortly. Thank you for calling Lemon Computers.

Operator: Lemon Computers. May I help you?

Tomas: Can I speak to Simon Hertz, please?

Operator: One moment.

Paula: Let's see. I press zero first, then the area code and number.... What's the area code for Honolulu? Right. 808. 0-808-725-9316.

Operator: Operator.

Paula: Hello, this is a collect call.

Operator: What name?

Paula: Sinewski. Paula Sinewski.

Operator: Can you spell that, please?

Paula: That's S-I-N-E-W-S-K-I.

Operator: Just a moment. Please hold.

Paula: Thank you.

James Singh
Accounting
Laura Nazarian
Sales
Angel Lopez
Marketing
Donna Steinbeck
Advertising

sales and
marketing 1
customer
service 3
advertising 5
public
relations 9

Can I...?
May I...?
I'd like to....

Paula Sinewski
Cathy Fitzgerald
William Bendix
Steven McQueen
Sarah Hope
Shireen Jabbari
Anita Vineyard

Honolulu 808
El Paso 915
St. Louis 314
Buffalo 716



DIRECTORY ASSISTANCE

In the United States and Canada, you dial the area code, then **555-1212** for directory assistance.

For example: You want to find a number in San Francisco. The area code for San Francisco is 415. You dial **415-555-1212**.

Listening

When you call directory assistance, you hear a recorded message. Listen to these five conversations. Write the city and the telephone number on the chart for conversations two to five.

CITY & CODE		TELEPHONE #
1.	Minneapolis (612)	334-9045
2.	(415)	
3.	(305)	
4.	(617)	
5.	(312)	

Expressions

Can you spell that, please?
 I'd like to (speak to her).
 I'm connecting you.
 Just a moment.
 Let's see.
 May/Can I help you?
 May/Can I speak to (him)?
 One moment.
 Please hold.
 Thank you.

Vocabulary

numbers
 the alphabet

accounting	extension number	sales
advertising	line (n)	street
area code	marketing	touch-tone phone
call (n)	message	
call-waiting system	Ms. (title)	call (to)
collect call	(phone) number	dial (to)
customer service	operator	hold
department	public relations	spell
directory assistance		

Note: Area codes usually cover several cities within an area. For example, San Francisco, Berkeley, and Oakland all have the same area code, 415. The number for local information in all areas is 555-1212; for other areas, you must first dial 1 and the correct area code.

1. Briefly review the previous lesson.

2. Conversation 1 (Jade and Operator). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out.

3. Selective repetition of Conversation 1.

4. Practice:	Continue:
T: Mr. Walker	Miss Robbins
T: I'd like to speak to Mr. Walker, please.	Mrs. Cole
T: Miss Robbins	Peter Brown
T: I'd like to speak to Miss Robbins, please.	Ms. Kawanishi
T: Mr. Walker	
C: I'd like to speak to Mr. Walker, please.	

5. Focus attention on Conversation 1. The students look and listen. Play the recording or read aloud.

6. Silent reading of Conversation 1.

7. The teacher takes the role of the operator. The class in chorus takes the role of Jade. Go through the second half of the conversation. Then the teacher takes the role of Jade. The class in chorus takes the role of the operator. Go through the conversation.

8. Pair Work on Conversation 1. Have one student take the role of the operator, and another the role of Jade. Then have them reverse roles.

9. Application. The teacher selects a student and acts out the conversation with her/him, substituting other vocabulary items. Pronounce the names. Then students work in pairs and act out the conversation, using the cues in the book for names and departments.

10. Conversation 2 (Tomas and Operator). Follow the same procedure as for Conversation 1. Include step 10. You may wish to have students repeat the names before they do this substitution. Remind them that the title Ms. can be used for both married and unmarried women.

11. Practice:	Continue:
T: Mr. Hertz	Ms. Geoffreys
T: May I speak to Mr. Hertz, please?	Mr. Schwartz
T: Ms. Geoffreys	Miss Fernandez
T: May I speak to Ms. Geoffreys, please?	Mr. Tanaka
T: Mr. Hertz	
C: May I speak to Mr. Hertz, please?	

12. Conversation 3 (Paula and Operator). Follow the same procedure as for Conversation 1. Include step 13. Note that the names in the substitution table contain all the letters of the alphabet. Check the spelling of the students' own names, and review the pronunciation of the letters of the alphabet if necessary.

13. Practice:	Continue:
T: San Francisco	New York
T: What's the area code for San Francisco?	Miami
T: New York	Chicago
T: What's the area code for New York?	Boston
T: San Francisco	
C: What's the area code for San Francisco?	

14. Application/Pair Work. Students ask each other's names and addresses and say: *Can you spell that, please? What area code, please?*

15. Read through the text on "Directory Assistance" with the students. Check vocabulary.

16. Listening. Explain the task. Play the recording of the first conversation. Students listen and look at the chart. Play the recording for the other conversations, pausing for students to complete the chart. Students compare answers in pairs. Play the recording again and go over the answers with the class.

17. Application. Ask questions:
Do you have a phone? What's your number? What's the area code? Ask me/him/her.

Suggestions for further activities

1. Role play. Bring in a list of phone numbers, with area codes and addresses. Students use it as the basis for a role play between a phone caller and Directory Assistance. A complex list will also give practice on reference skills.

2. Spelling contest. Divide the class into two teams and conduct an oral spelling contest (using the English pronunciation of the letters). Award points for each correct answer. Either make up your own list of words, or use this one: *juice/cruise/eighth/occupation/beautiful/twelfth/interesting/sandwich/captain/passenger/department/terrible/Alabama/Wednesday/Caribbean*.

3. Have students prepare a classroom directory with real or imaginary addresses and phone numbers. They may work in pairs, then report information about their partners, including spelling of names, to the full class. The final list should be written in alphabetical order.

Target structures

Review and reinforcement: Past simple

<i>can</i>	<i>this/that/these/those</i>
<i>have</i>	
<i>have to (do that)</i>	Comparatives and superlatives:
<i>going to do/doing/done</i>	<i>It's (better) than mine.</i>
	<i>It's the (best) I've ever (used).</i>

Instructions

Expressions

<i>from now on</i>	<i>of course</i>	<i>So...</i>
<i>I sure can!</i>	<i>OK</i>	<i>That's right.</i>

Vocabulary

<i>button (on machine)</i>	<i>do (the wash)</i>	<i>fantastic</i>
<i>change (n)</i>	<i>have (coffee)</i>	<i>hot</i>
<i>clothes</i>	<i>insert</i>	<i>identical</i>
<i>coffee</i>	<i>load</i>	<i>leading</i>
<i>coins (nickels, dimes, quarters)</i>	<i>measure (v)</i>	<i>only</i>
<i>cup</i>	<i>meet</i>	<i>other</i>
<i>detergent</i>	<i>overload</i>	<i>ready</i>
<i>difference</i>	<i>see</i>	<i>soft(er)</i>
<i>hot chocolate</i>	<i>select</i>	<i>usual</i>
<i>instructions</i>	<i>take out</i>	<i>warm</i>
<i>laundromat</i>	<i>think</i>	<i>whiter</i>
<i>machine</i>	<i>use (v)</i>	
<i>Mrs. (title)</i>	<i>wait</i>	<i>much</i>
<i>other(s)</i>	<i>wash (v)</i>	<i>never</i>
<i>pile</i>	<i>work (v)</i>	<i>really</i>
<i>selection</i>	<i>write</i>	<i>too</i>
<i>slot</i>	<i>automatic</i>	<i>at</i>
<i>sugar</i>	<i>best, better</i>	<i>for</i>
<i>tea</i>	<i>both</i>	<i>into</i>
<i>temperature</i>	<i>clean(er)</i>	
<i>tomato soup</i>	<i>cold (adj)</i>	
<i>wash (n)</i>	<i>dirty</i>	
<i>washing machine</i>	<i>extra</i>	

1. Briefly review the previous lesson.

2. Introductory text (up to: ...*some coffee*). Focus attention on the pictures. Have students cover the text. Set up the situation. Ask prelistening questions: *How many piles of dirty clothes are there? What are they going to do?* Play the recording or read aloud. Check answers.

3. Selective repetition of the introductory text**4.** Silent reading of the introductory text.**5.** Questions and Answers.*What are their names?**Where are they from?**Where's San Antonio?**Where are the clothes?**Are they clean?**Do Mr. and Mrs. Lopez have to do a lot of wash? Ask Why?**How many washing machines are there?**Are they different or are they identical?**Why are there two piles of clothes?*

6. Conversation (up to: ...*we've ever used!*). Focus attention on the pictures. Have the students cover the text. Set up the situation. Ask prelistening questions: *Which is better, Fizz or their usual detergent?* Play the recording or act out. Check answers.

7. Selective repetition of the conversation.**8.** Practice:T: *Those clothes are clean...*T: *...but these clothes are much cleaner.*T: *That detergent is good...*T: *...but this detergent is better.*T: *Those clothes are clean...*C: *...but these clothes are much cleaner.*

Continue:

*That detergent is good...**Those clothes are white...**Those clothes are soft...**That pile is clean...***9.** Practice:T: *I've just used Fizz. It's very good.*T: *It's the best detergent I've ever used.*T: *I've just read a book. It's very interesting.*T: *It's the most interesting book I've ever read.*T: *I've just used Fizz. It's very good.*C: *It's the best detergent I've ever used.*

Continue:

*I've just read a book. It's very interesting.**I've just driven a car. It's very fast.**I've just seen a movie. It's very exciting.**I've just drunk some soda. It's very good.**I've just bought some shoes. They're very expensive.***10.** Silent reading of the conversation.**11.** Questions and Answers.*Have the machines stopped yet? Have they taken the clothes out yet?**They washed some clothes in Fizz. What can you say about those clothes? What can you say about Fizz and their usual detergent?**Which detergent are they going to buy next time? Ask Why?***12.** Application.*Do you wash your clothes? By hand or machine? Have you ever seen a detergent commercial on television? Did you believe it?***13.** Practice:T: *good...*T: *better...the best*T: *interesting*T: *more interesting...the most interesting*T: *good...*C: *better...the best*

Continue:

*interesting**expensive**clean**heavy**cold**wet**modern**strong**exciting**bad**intelligent**cheap**hot**fast*

(This could be used as a short dictation.)

14. Focus attention on the instructions for the laundromat

Set up the situation. Read the instructions. Listen and repeat.

15. Silent reading of the instructions.**16.** Focus attention on the instructions for the coffeemachine. Say: *I don't know how to use it. Give me instructions.*

Go through orally. Assign for written work in class or for homework.

17. Application. Say: Give me instructions.*I want to make a cup of coffee/boil an egg/cook (spaghetti), etc.*See **Suggestions for further activities** on page 92.

Brian Humble: Meet Mr. and Mrs. Lopez of San Antonio, Texas. They have three young children, and they have to do a lot of wash. There are two piles of dirty clothes on this table. With this pile we're going to use new Fizz, and with that pile we're going to use another leading detergent. We have two identical washing machines here. The only difference is Fizz. While the machines are working, let's have some coffee.

Brian: OK, both machines have stopped, and Mr. Lopez has taken the clothes out. Well, Mr. Lopez, what do you think?

Mr. L.: Well, we washed these clothes in Fizz and those clothes in the other detergent.

Brian: Can you see any difference?

Mr. L.: I sure can! These clothes over here are much cleaner. And they're whiter and softer than those over there.

Brian: These clothes? We washed these clothes with new Fizz!

Mrs. L.: That's right, Brian. It's really much better than our usual detergent. Our clothes have never been cleaner than this!

Brian: So, which detergent are you going to use from now on?

Mr. L.: New Fizz, of course. It's the best detergent we've ever used!



FIZZ

is best at the laundromat, too!

A lot of people don't have washing machines. They do their wash at a laundromat.

Instructions:

1. Measure Fizz into the machine.
2. Load clothes into the machine. Do not overload.
3. Select water temperature—hot, warm, or cold.
4. Insert ten quarters in the coin slot.
5. Clothes are ready in 30 minutes.

Exercise

While you're waiting at the laundromat, you can have a cup of coffee. Write instructions for the coffee machine.



It's time now for our "Olympic Update," coming to you live by satellite from the Olympic Games. Here's our reporter, Pat Sweeney.



This is the Olympic swimming pool, at the center of the Olympic complex. The most important event today was certainly the women's 200-meter freestyle competition. An American, Sierra Kennedy, was first and won the gold medal. She swam the 200 meters in a new world's record of 1 minute 56 seconds. The United States won two gold medals yesterday and three the day before, so in the first three days of the Olympic Games the American team has won six gold medals.

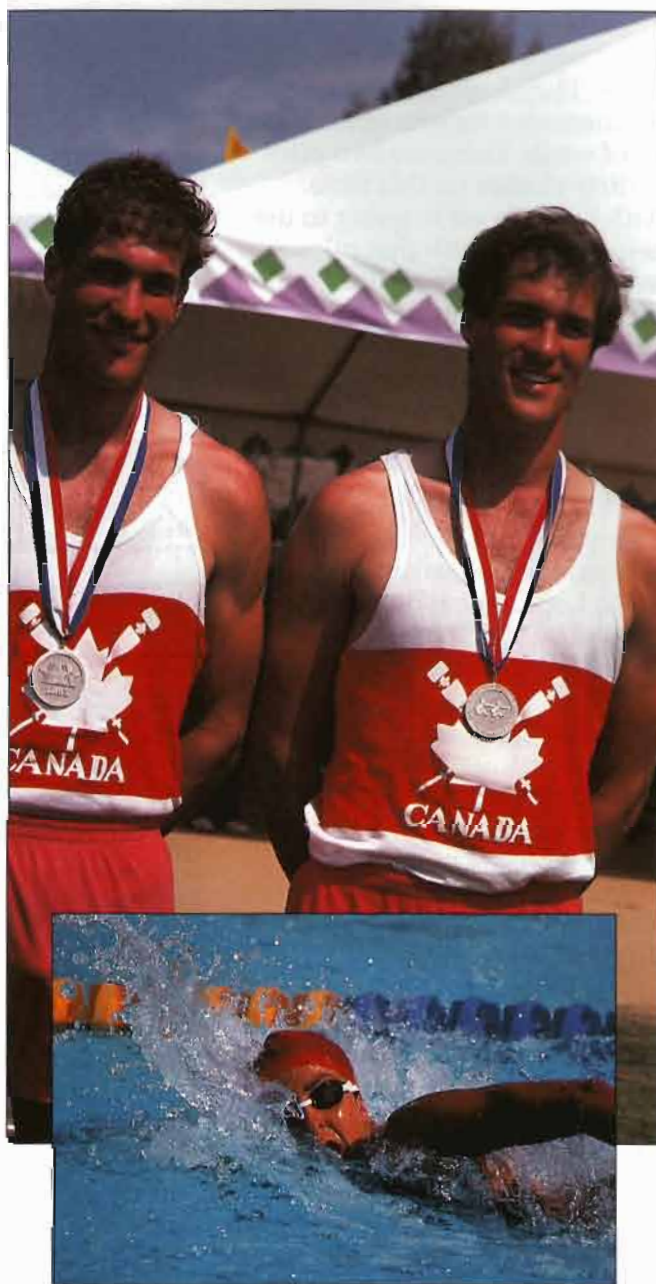
Javelin

Here you see Jack Lumber from Canada. This morning he won the men's javelin final. On his first try he threw the javelin over 100 meters. Nobody has ever done that before—a new world's record. Unfortunately, there was nearly a terrible accident in the javelin event. Harvey Jones, the American competitor, slipped when he was throwing his javelin, and it hit a judge in the foot. Luckily, the judge was fine.

Gymnastics

Here we are in the Olympic Gymnasium. Olga Ivanov, the fifteen-year-old Russian gymnast, has just finished her routine. We're waiting for the results now.

And here they are! She has an average of 9.5 points. That's the best score today! Olga's won the gold medal.



Exercise 1

Here are some Olympic gold medal winners:

Men's Discus Throw:

Romas Ubartas, Lithuania 65.12 m.
Romas Ubartas from Lithuania won the men's discus throw. He threw the discus 65.12 meters.

Women's Swimming

(50-m. freestyle):

Yang Wenyi, China 24.79 sec.
Yang Wenyi from China won the women's 50-meter freestyle. She swam 50 meters in 24.79 seconds.

Make sentences for:

Women's 400-m. Dash:

Marie-José Pérec, France 48.83 sec.

Men's Swimming (1,500-m. freestyle):

Keiren Perkins, Australia 14 min. 43.48 sec.

Women's Running High Jump:

Heine Henkel, Germany 2.02 meters

Men's Long Jump:

Carl Lewis, U.S.A. 8.67 meters

Women's Discus Throw:

Maritza Marten, Cuba 70.06 meters

Women's Swimming

(200-m. breaststroke):

Kyoko Iwasaki, Japan 2 min. 26.65 sec.



Target structures

Review and reinforcement:

Past simple

Present perfect

Expressions

Here (we are.../is our.../you see...)

He's all right.

It's time (now) for...

Oooh!

Vocabulary

accident	result	throw, threw
average (n)	routine	wait for
bar	run (n)	walk
butterfly (swimming)	satellite	win, won
center	score (n)	
competition	sentence	disappointed
competitor	swimming	fifteen-year-old
day	swimming pool	fine
event	team	freestyle
foot	throw (n)	hurt
gold medal	try (n)	last
gymnasium	update (n)	live (adj)
gymnast	weight-lifting	terrible
gymnastics	world's record	200-meter (freestyle)
high jumps	year	
inch (in.)		away
javelin	begin	before
judge	crash	certainly
jumper	fall	ever
long jump	finish	just
man	get ready	luckily
meter	get up	now
Olympic Games	hit	over
point (n)	jump	today
record (n)	land	unfortunately
reporter	lift	(the day before)
	run (v)	yesterday
	slip	
	swim, swam	by
		so

1. Briefly review the previous lesson.

2. Introductory text (up to: ...Pat Sweeney.). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or read aloud.

3. Selective repetition of the introductory text.

4. Silent reading of the introductory text.

5. Questions and Answers.

What's the name of the television program?

Is the report recorded, or is it live?

Where's it coming from?

What does Pat Sweeney do?

6. Swimming. Have students cover the text. Set up the situation. Ask prelistening question: How many gold medals did the U.S. win yesterday? Play the recording or read aloud. Check answers.

7. Selective repetition of the report on swimming.

8. Silent reading of the swimming report.

9. Questions and Answers.

What was the most important event today?

Who was first? What nationality is she?

What did she get?

Did she break the world's record?

What was her time?

When did they win them?

10. Application.

Can you swim? Ask me/him/her/each other.

Ask How far...?

Can you swim freestyle/the breaststroke/the butterfly/the backstroke?

Has your country ever won a gold medal in swimming?

Ask Who/When/Where?

Can you swim 200 meters in 1 minute 56 seconds?

11. Javelin. Focus attention on the pictures at the bottom of the right-hand page. Have students cover the text.

Set up the situation. Ask prelistening question: How far did Jack Lumber throw the javelin? Play the recording or read aloud. Check answers.

12. Selective repetition of the report on the javelin throw.

13. Silent reading of the javelin report.

14. Questions and Answers.

What's his name? Where's he from?

Did he throw the discus or did he throw the javelin? Ask How far?

Was it his first try or was it his second try?

Has he ever done this before?

Was there an accident?

Was it a terrible accident?

Was it nearly a terrible accident?

Who slipped?

What nationality was he?

When did he slip?

Did it hit Jack Lumber? Ask Who?

Did it hit him on the head? Ask Where?

Was he all right?

15. Application.

Have you ever thrown a javelin/a discus/a hammer?

When? Where? Ask him/her/me/each other.

Has your country ever won a javelin gold medal?

Ask Who/When/Where?

Can you throw a javelin over 100 meters?

Can you throw a ball/a stone over 100 meters?

Ask him/her/me.

16. Focus attention on Exercise 1 (some Olympic records). Silent reading of the list of records.

17. Questions and Answers.

What did Roman Ubortas do?

Where is he from? What nationality is he?

How far did he throw the discus?

What did Yang Wenyi do?

Where is she from? What nationality is she?

What was her time?

18. Pair Work. Students ask each other about Pérez, Perkins, Henkel, etc.

19. Go through the exercise orally, then assign it for written work in class or for homework.

(continued)

20. Gymnastics. Focus attention on the picture at the bottom of the left-hand page. Have students cover the text. Set up the situation. Ask prelistening question: *What is Olga Ivanov's average score?* Play the recording or read aloud. Check answers.

21. Selective repetition of the report on gymnastics.

22. Questions and Answers.

Where is this report coming from?

Where does Olga come from?

How old is she?

What has she just finished?

Is her average score a good average?

Does anybody have a better average?

What has she won?

23. Application.

Do you like gymnastics? Ask me/him/her/each other.

Have you ever done gymnastics? When? Where?

Has your country ever won a gymnastics medal? When? Where?

(next page)

24. High jump. Focus attention on the pictures at the top of the right-hand page. Have students cover the text. Set up the situation. Play the recording or act out. It might be more effective to segment the text, picture by picture, and exploit each one separately. (There is no picture corresponding to the last segment that begins *No, no,...*)

25. Selective repetition of the report on the high jump.

26. Questions and Answers.

What are we watching?

Who are we waiting for?

Where is he from?

What's he going to do?

How high is the bar?

Is this his last try?

What's he done?

Where is he?

Is he hurt?

How do you know?

Why is he disappointed?

27. Application.

Have you ever done the high/long jump? When? Where?

How high/far can you jump?

Ask me/him/her/each other.

28. Focus attention on Exercise 2. Go through the exercise orally. Then assign it for written work in class or for homework.

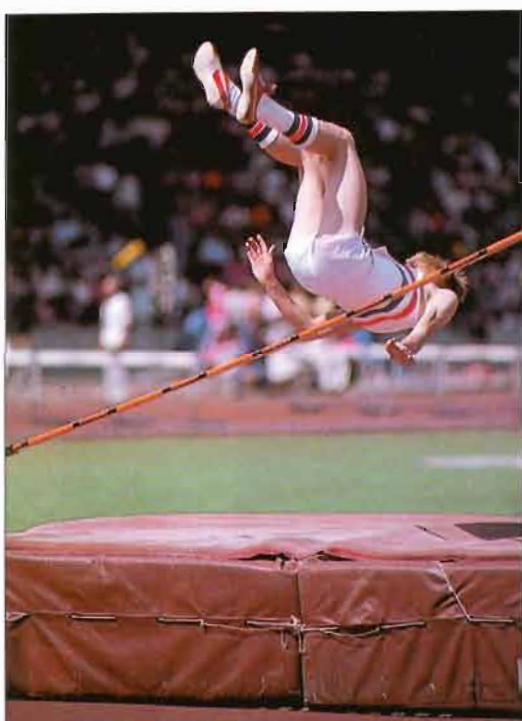
Suggestions for further activities

1. Verb contest. Divide the class into two teams for a past-tense review quiz. Give the infinitive form, and select students to give the simple past tense. Someone from the other team then has to give the past participle, for example: T: *do*. Team 1: *did*. Team 2: *done*. Keep score and use these verbs:

sing/cost/go/win/write/swim/build/feel/hide/ring/see/catch/throw/have/wear/steal/ride/learn/tear/say. You may wish to add verbs from Unit 3 for practice and review.

2. Mime quiz. Have students come to the front of the class and mime an action. The rest of the class has to guess what they have done, for example: S2: *Have you put on your glasses?* S1: *No, I haven't.* S3: *Have you brushed your hair?* S1: *Yes, I have.*

3. Class survey. Students work in groups to compile questionnaires on sports that they have or have not played. Each group then goes around the room asking members of other groups the questions, e.g., *Have you ever thrown a javelin/ run 800 meters/played basketball/ swum in a race/done a long jump?*



High jump

We're waiting for the last jumper. Ted Kelly from Great Britain is going to jump. The bar is at 2.30 meters.

Now he's beginning his last try.

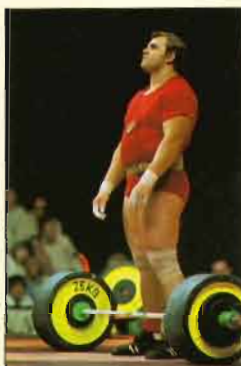
And he's jumped!

Oooh! He's crashed into the bar!

He's landing. The bar's fallen. Is he hurt?

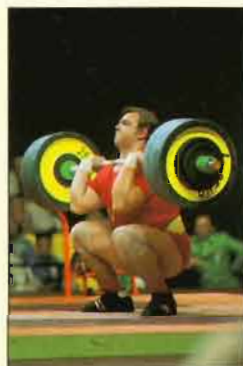
No, no, he's all right. He's getting up and walking away, but he's a very disappointed man.

Exercise 2



A. He's going to lift it.

Make sentences:



B. He's lifting it.



C. He's lifted it.



A. . . . jump.



B. . . .



C. . . .



A. . . . throw.



B. . . .



C. . . .

Mrs. Katz: What's the matter, Debbie?

Debbie: I'm waiting for a letter from Nick. It wasn't here yesterday, and it isn't here today either.

Mrs. Katz: Don't worry, honey. It'll be here tomorrow.

Debbie: Will it? I don't know.

The next day

Debbie: Mom! It's here! And Nick's coming to Pittsburgh!

Mrs. Katz: Oh, really? When?

Debbie: He'll be here next Monday.

Mrs. Katz: What time will he be here? You have classes on Monday.

Debbie: He'll be on the 7:40 train. Oh, Mom, can he stay with us?

Mrs. Katz: Well, I don't know.... Oh, OK. Sure. I've heard so much about him. I'd like to meet him.

The next Monday

Mrs. Katz: Debbie! The train won't be here for ten minutes. Let's get a soda or something.

Debbie: No, thanks, Mom. You guys get a soda.

Mrs. Katz: All right. Where will you be?

Debbie: I'll be right here.

Ten minutes later

Mrs. Katz: Well, the train's late.

Debbie: It'll be here soon. Uh, Mom...can you and Sarah wait in the coffee shop?

Mrs. Katz: Why, dear?

Debbie: I want to say hello to Nick on my own. Is that OK?

Mrs. Katz: Sure. But we've just had a soda. We'll be in the bookstore right over there.

Debbie: Thanks, Mom. I won't be long.



Listening

Listen to the station announcements. The trains will be late. When will they be here? Complete the chart.

Exercise

- A. He'll be here tomorrow.
 B. He won't be here tomorrow.
 C. Will he be here tomorrow?
- A. They'll be here next week.
 B.
 C.
- A.
 B.
 C. Will you be here next year?

ARRIVAL FROM	TIME DUE	WILL ARRIVE	TRACK NUMBER
Philadelphia	6:45 pm		
Cincinnati	7:15 pm		
Chicago / Cleveland	7:40 pm		
St. Louis	8:20 pm		

Target structures

Future simple of to be:

(I)	'll	be (there).
	will	
	won't	

Will (you) be (there)?
Yes, (I) will. No, (I) won't.

Expressions

...dear	on (my) own
Don't worry.	right here
...honey	right over there
I won't be long.	What's the matter?
I've heard so much about (him).	

Vocabulary

bookstore	have classes	late
coffee shop	meet	soon
guy	stay	tomorrow
letter	wait	
train		

1. Briefly review the previous lesson.

2. Conversation 1 (up to: *I don't know.*). Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *What's Debbie waiting for?* Play the recording or read aloud. Check answers.

3. Selective repetition of Conversation 1.

4. Practice:	Continue:
T: it	they
T: It'll be here tomorrow.	she
T: They	we
T: They'll be here tomorrow.	I
T: it	you
C: It'll be here tomorrow.	(John)

5. Listen and repeat: *Will you be here tomorrow? Will they be here tomorrow? Will (Maria) be here next week?*

6. Practice:	Continue:
T: I	they
T: Will I be here tomorrow?	she
T: they	we
T: Will they be here tomorrow?	it
T: I	you
C: Will I be here tomorrow?	(Maria)

7. Silent reading of Conversation 1.

8. Pair Work on Conversation 1.

9. Conversation 2 ("The next day"). Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *When will Nick be here?* Check answers.

10. Practice:	Continue:
T: he	they
T: What time will he be here?	she
T: They	we
T: What time will they be here?	it
T: he	you
C: What time will he be here?	(John)

11. Conversation 3 ("The next Monday"). Follow the same procedure as for Conversation 1, but ask: *Does Debbie want a sofa?* Check answers.

12. Practice:	Continue:
T: I	they
T: I won't be here next Saturday.	she
T: they	we
T: They won't be here next Saturday.	it
T: I	you
C: I won't be here next Saturday.	(John)

13. Practice:	Continue:
T: tomorrow	next Sunday
T: I'll be here tomorrow.	this evening
T: next Sunday	next month
T: I won't be here next Sunday.	next year
T: tomorrow	next Wednesday
S: I'll be here tomorrow.	next weekend

14. Listen and repeat:
T: *Will you be here next Sunday?*
T: *No, I won't.*
T: *Will (Maria) be here tomorrow?*
T: *Yes, she will.*

15. Now ask true questions using:
T: *Will you/we/(Maria), etc. be here next...?*
S: *Yes, I/we/she, etc. will, and No, I/we/she, etc. won't.*
Then students ask and answer each other's "true" questions.

16. Practice:
Note: The cues may have to be modified according to the time of your class, the class schedule, the course, etc. to elicit the required response.

T: next Tuesday...next Sunday
T: I'll be here next Tuesday, but I won't be here next Sunday.
T: 3 o'clock...7 o'clock
T: I'll be here at 3 o'clock, but I won't be here at 7 o'clock.
T: next Tuesday...next Sunday
C: I'll be here next Tuesday, but I won't be here next Sunday.

Continue:	
3 o'clock...7 o'clock	next week...next year
next Wednesday ... next Saturday	next Friday...next Sunday
2 o'clock...8 o'clock	

17. Conversation 4 ("Ten minutes later"). Follow the same procedure as for Conversation 1, but ask: *Where will Mrs. Katz and Sarah be?* Check answers.

18. Practice:	Continue:
T: you	he
T: Where will you be?	they
T: he	she
T: Where will he be?	it
T: you	we
S: Where will you be?	

19. Pair Work. Students ask and answer:
S1: *Where will you be (next Monday)?*
S2: *I'll be (at home), etc.*

20. Listening. Focus attention on the chart. Read it through with the students and check vocabulary. (You could also pre-teach *onward* and *delay*, which occur in the listening.) Explain the task. Play the recording, pausing after each announcement for students to complete the chart. Have students compare answers in pairs. Play the recording again. Go over the answers with the class.

21. Go through the exercise orally. Then assign it for written work in class or for homework.

See **Suggestions for further activities** on page 92.

Target structures

Future simple:

(I) 'll (do that).
will
won'tWill (you) (do that)?
Yes, I will/No, I won't.**Expressions**

Come on!

...hon

It's all right for you.

It's not that bad.

Oh, I don't know.

What a life!

What's the matter?

Vocabulary

computer programmer

computer screen

joke

life

lunch

something

train

TV

arrive

call (= phone)

catch (the train)

do the wash

fax (v)

feel

get on (the train)

go (to bed)

interview (v)

leave

make (dinner)

open the mail

pick up

talk

wash (the dishes)

watch (v)

interesting

same

the same as

stupid

tired

wonderful

again

always

around

forever

later

till

1. Briefly review the previous lesson.**2.** Say: *Do you like Monday mornings?*

Ask him/her/me. Why/Why not?

Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *Who will stay at home, Rosie or Dan? What's Dan's job? Is Rosie happy? Play the recording or act out. Check answers.***3.** Selective repetition of the conversation.**4.** Practice:T: *she*T: *When will she come home?*T: *you*T: *When will you come home?*T: *she*C: *When will she come home?*

Continue:

*you**they**he**Dan**Rosie**(Maria)***15.** Practice:T: *I*T: *Who'll I meet today?*T: *she*T: *Who'll she meet today?*T: *I*C: *Who'll I meet today?*

Continue:

*she**they**we**he**Dan**(John)***6.** Practice:T: *I*C: *What'll I do?*Continue: *you/he/they/we/she***7.** Play the recording or read aloud again.**8.** Silent reading of the conversation.**9.** Questions and Answers.*What's his name? What's her name?**Where are they? What are they doing?**Is Rosie happy or unhappy? Ask Why?**Does she go to work or is she a housewife?**Who'll leave the house in five minutes?**Where will Dan be all day?**Will Rosie come home? Ask When?**Will her day be interesting or boring? What about his day?**Does Rosie like her job?**Will her day be different or the same as every day?**Who'll cook the dinner?**Will they talk in the evening? Why not?**Will tomorrow be the same as today?***10.** Ask the students about the things Rosie will do today, giving cues where necessary, for example:T: *train* S: *She'll get on the train.*T: *office* S: *She'll go to the office.*

Go through her day in this way.

11. His Monday and her Monday. Say Listen:*Rosie O'Connell is a reporter.**Today at 7:30 she'll catch the train.* (Go through her day.)

Follow the same procedure for Dan O'Connell.

12. Pair Work on the lists.S1: *Will she catch the train at 7:30?* S2: *Yes, she will.*S1: *Will he catch the train at 7:30?* S2: *No, he won't.*

(The students go through both lists in this way.)

13. Pair Work on the lists.S1: *What'll she do at 7:30?*S2: *She'll catch the train.*

(The students go through both lists in this way.)

14. Pair Work on the lists.S1: *When will she catch the train?*S2: *She'll catch the train at 7:30.*

(The students go through both lists in this way.)

15. Application. Have students ask you questions about tomorrow, using:*When will...? What'll...? Where will...? Who'll...?*

Ask him/her/each other.

16. Application. Ask students about various times in the future, for example:*Where will you be next January? Who'll you marry?**When will you go abroad again? etc.***17.** Homework. Ask students to do Exercises 1 and 2 and also to write a few true sentences about their plans for the future to bring to the next class.**Suggestions for further activities****1.** Pair Work. Each student makes a list, like the ones in the Student Book for Rosie and Dan O'Connell, with specific times and notes of what they will do at those times. Each student gives his/her partner a list showing only the times. They then question each other in pairs, to discover what is on each other's list, for example: S1: *What'll you do at 8:15?* S2: *I'll leave home and catch the bus.* Students make a note of the answers.**2.** Students use the notes they made in the previous activity to ask more questions, e.g., *When'll you leave home? Who'll you meet at lunchtime? Where'll you have lunch? What time'll you get home? etc.***3.** Pair Work. Tell students to list the qualities of an ideal marriage partner. Then have them question each other about their ideal partner, e.g., *Will he be handsome? Will she be rich? Will he be intelligent? Will she be younger than you?* etc. Students report back their partner's answers. Make a table to find out the three most popular qualities.

Dan: What's the matter, honey?

Rosie: Oh, I don't know.

Dan: Come on! Something's the matter! What is it?

Rosie: It's just life. It's so boring.

Dan: It's not that bad. We have two wonderful children.

Rosie: That's right. We do. And we never have any time with them.

Dan: Well, we both have to work, hon. We need the money.

Rosie: OK, but it's all right for you. I'll leave in five minutes, but you'll be here all day. I won't be home till six.

Dan: Sure, but your day will be interesting and you'll meet people. I'll be here in front of the computer screen all day. I won't talk to anyone.

Rosie: You're a computer programmer, Dan. That's your job. You're lucky. You can work at home.

Dan: Yeah, but you like your job, Rosie. You really do.

Rosie: What! Who will I meet today? Tell me that. What will I do? I'll tell you, Dan. I'll get on the same train, then I'll go



to the same office. I'll speak to the same boring people and I'll listen to the same stupid jokes. I'll get the same train home, then I'll get home and help the kids with their homework...

Dan: I'll cook dinner, honey. I always do.

Rosie: Yeah? But I'll wash the dishes. Then we'll watch TV

again. You'll be tired and we won't talk. Then we'll do the same tomorrow. What a life! Today, tomorrow, this week, next week, this month, next month, next year—forever!

Dan: It's just Monday morning, Rosie. You'll feel OK tomorrow.

Rosie: Will I?

Her Monday

Rosie O'Connell, reporter

7:30 catch the train

8:30 arrive at the office

10:00 meet the president

12:00 have lunch with Madonna

3:00 interview Janet Jackson

4:00 call Stephen Spielberg

5:00 catch the train

6:00 arrive home

7:30 help the kids with their homework

8:00 have dinner

9:00 watch TV

11:00 go to bed



His Monday

Dan O'Connell, programmer

7:15 drive Rosie to the train station

7:45 wash the dishes

10:00 open the mail

10:30 do the wash

12:00 work on the computer

2:30 fax Microworld Computers

3:00 pick kids up at school

4:00 work on the computer

5:45 meet Rosie at the train station

7:30 cook dinner

8:00 have dinner

9:00 read to the kids

10:15 go to bed



Exercise 1

What will she do at 7:30?

She'll catch the train.

Make questions and answers about Rosie.

Exercise 2

When will he drive Rosie to the train station?

He'll drive Rosie to the train station at 7:15.

Write questions and answers about Dan.

Interviewer: Good evening, and welcome to Channel 35 News. A 66-year-old Monterey man, Mr. Walter Busby, is in the studio with us. Mr. Busby is a retired bank clerk. Tomorrow morning he will begin a fantastic voyage. He and his wife, Betty, are going to sail from Monterey, California, to Australia. That's 7,000 miles across the ocean—in a small motorboat.

Int: Now, Walter...

Waldo: Please, call me Waldo.

All my friends call me Waldo.

Int: All right, Waldo. Why are you doing this?

Waldo: Well, I haven't seen my son for ten years. He lives in Australia. And we've never seen our grandchildren.

Int: But your boat isn't very big, Waldo. Will it get to Australia?

Waldo: Oh, yes. I think so. It'll get there all right. It'll take a long time, of course. But we're not in a hurry. I just retired, you see. And we'll stop on the way.

Int: Where will you stop? Do you know?

Waldo: Oh, yes. We have a map. Here it is. We'll stop at several places. We'll need food and gas.

Int: Ah, yes. Food. What'll you do about food?

Waldo: No problem. We'll catch fish.

Int: I see. And water?

Waldo: That won't be a problem either. It'll rain. It rains a lot at sea, you know.

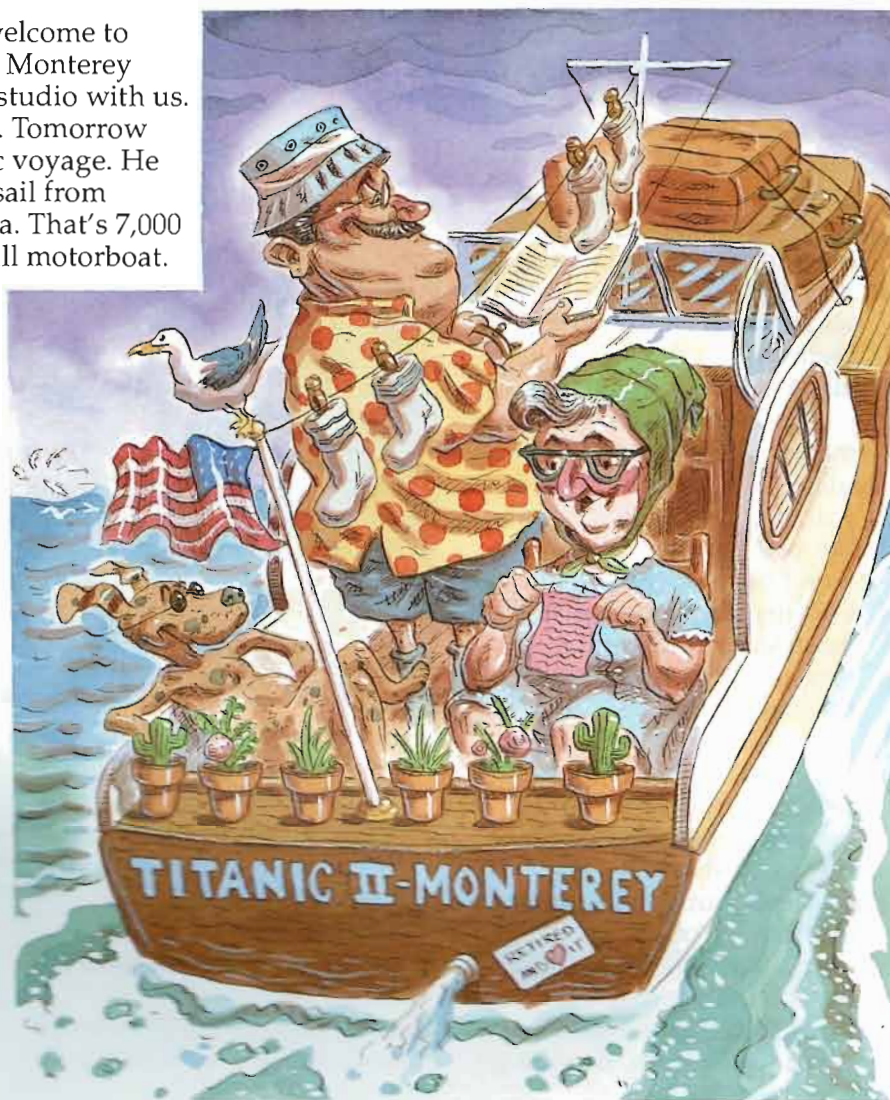
Int: Will you take a radio with you?

Waldo: No, no, no. We never listen to the radio. We don't like pop music. We like some peace and quiet. We'll take a lot of books.

Int: Well actually, I meant a two-way radio. How will you navigate? Will you use a compass?

Waldo: A compass? No. We won't need a compass or a radio. We'll navigate by the sun and stars. I got a book from the library.

Int: Well, good luck, Waldo. You'll certainly need it.



Exercise

Look at the map. Which places will they visit?



Listening

Listen to the news report.

1. Where are Mr. and Mrs. Busby now?
2. What time did they leave Monterey?

3. What happened to the boat?

4. What did the helicopter do?

5. What are the Busbys looking for?

Target structure

Review and extension: Future with *will*

Expressions

Welcome to... *I think so.*
Call me (Waldo). *on the way*
Good luck. *No problem.*

Vocabulary

bank clerk	library	voyage
compass	motorboat	
fish	ocean	mean (v)
food	peace	navigate
gas	problem	rain (v)
grandchild	star	retired
hurry	two-way radio	

1. Briefly review the previous lesson.

2. Introductory text. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *What are Walter and Betty Busby going to do?* Play the recording. Check answers.

3. Selective repetition of the introductory text.

4. Silent reading of the introductory text.

5. Questions and Answers.

Where's Mr Busby from? Is he fifty-six? Ask How old?
Does he still work? Ask Why not? Is he married?
What's his wife's name? What are they going to do?
How many miles is it to Australia? When will they begin?

6. Pair Work. Students ask each other questions about the picture.

7. Conversation. Have students cover the text. Ask prelistening questions: *Who will Walter and Betty visit in Australia? What will they eat? Will they take a radio and compass? Play the recording. Check answers.*

8. Selective repetition of the conversation.

9. Refer to the first three sentences of the conversation:
Now Walter.... Please call me Waldo, all my friends.... Practice:

T: Now, (Miss Diaz)...

S1: Please call me (Maria). All my friends call me (Maria).

T: Now (Mr Rossi)..., etc.

10. Practice:

T: food

T: What'll you do about food?

T: gas

T: What'll you do about gas?

T: food

C: What'll you do about food?

Continue:

gas/water/journey/sleep/cooking

11. Practice:

T: Will it get to Australia?

T: Oh, yes. It'll get to Australia.

T: Will you stop on the way?

T: Oh, yes. We'll stop on the way.

T: Will it get to Australia?

C: Oh, yes. It'll get to Australia.

Continue:

Will you stop on the way?

Will it rain?

Will it take a long time?

Will you catch fish?

Will you need luck?

12. Silent reading of the conversation.

13. Explain *compass*. Draw a diagram with N/NE/E/SE/S/SW/W/NW. Ask students what the abbreviations mean.

14. Questions and Answers.

Why is he going to Australia? Will it take a few days?

Ask How long? Why will they stop at several places?

What'll they do about food? Ask about water.

Will they take a radio? Ask Why not? What will they take?

Will they navigate by compass? Ask How?

Will they need luck? Why?

15. Reproduction from prompts.

T: They/on the way.

T: They'll stop on the way.

T: They/several places.

T: They'll stop at several places.

T: They/on the way.

C: They'll stop on the way.

Continue:

They/several places.... They/food and gas.... They/fish.... It/rain.... They/radio.... They/a lot of books.... They/by the sun and the stars.... They/good luck ...

16. Pair work on the conversation.

17. Focus attention on the map.

T: Will they stop in Easter Island? S1: No, they won't.

T: Will they stop at Honolulu? S2: Yes, they will, etc.

18. Exercise. In pairs, students ask and answer questions about the map as in step 17.

19. Ask: *What will happen to Waldo, do you think?*

Have students make suggestions.

20. Listening. Read through the questions with students. Check comprehension. Explain the task. Play the recording once. Students listen, then note as many of the answers as they can. Play the recording again, twice if necessary. Students complete their answers, then ask and answer the questions in pairs. Go over the answers with the class.

See **Suggestions for further activities** on page 92.

Target structures

Review and consolidation:

Present simple	Present perfect
Past simple	Past continuous
Position of adverbs	

Expressions

How about you? kid sister on fire Right then

Vocabulary

aircraft	mirror	happen
alarm clock	mouth	hurry
arm	nightmare	shake
baggage claim area	nose	spend
cheesecake	pill	take off
crash	sleep (n,v)	
desk clerk	smoke (n)	asleep
dream (n,v)		thick
engine	believe	
fire fighter	climb	percent
flight attendant	follow	suddenly
fridge		

1. Briefly review the previous lesson.

2. Classroom set. Say: (Yawn) I'm yawning. I'm tired. Ask me why? (I slept badly last night.)
Ask Application questions (+ Ask me/him/her/each other.):
Most people need eight hours' sleep. How many hours do you need?
How many hours did you sleep last night?
Did you sleep well or badly? Are you tired? Ask Why?
What time do you usually go to bed/get up?
How about last night/this morning?
Can you sleep in a car/on a bus/on a plane?
Have you ever slept in a car? etc. Ask When? Ask Where?

3. Focus attention on "It Happened to Me." Read the introductory text with the students.
Focus attention on "A Short Flight." Have students cover the text. Ask prelistening questions: Where did the woman think the plane would land? Where did the plane actually land? Play the recording. Check answers.

4. Silent reading of "A Short Flight."

5. Questions and Answers.

Why did she have to go to London?
Why did the doctor give her sleeping pills? How many pills did she take? Why did she wake up?
How many passengers were on the plane? Where did she go?
Could she see her luggage? What did she do?
Which flight was she on? Why did the plane come back?
Where was she?

6. Application (+ Ask me/him/her/each other.).
What time do you wake up? Do you always wake up at that time?
Do you need an alarm clock? Why?/Why not?

7. "Sleepwalker." Focus attention on the picture. Have students cover the text. Ask prelistening question: What did her kid sister eat? Play the recording. Check answers.

8. Silent reading of "Sleepwalker."

9. Reproduction from prompts.

T: Her kid sister/in her sleep.

C: Her kid sister often walked in her sleep.

Continue:

One night, Candi/suddenly. Her sister/out/room/eyes closed. She/Candi/her/kitchen. She/fridge/out/cheesecake. Her eyes/opened. She/cheesecake. And/back/room.
When Candi/her/morning, she/believe. Look/mirror/Candi said. There/chocolate/mouth/nose.

10. Application (+ Ask me/him/her/each other.).

Do you walk in your sleep? Have you ever? How do you know?
Have you ever seen a sleepwalker? Ask Where? Ask When? Did you wake him/her up? Why not? Do you talk in your sleep? Have you ever? How do you know? Ask What about? Ask...in English?

11. Pair Work. How about you? Ask the questions to individual students. Then students ask and answer in pairs.

12. "What a Nightmare!" Focus attention on the picture. Have students cover the text. Ask prelistening question: What was on fire? Play the recording. Check answers.

13. Silent reading of "What a Nightmare!"

14. Reproduction. Correct the statement. Look in your book if you don't remember.

T: He once had a beautiful nightmare.

C: He once had a terrible nightmare.

Continue:

He was in a room at home/on the ground floor./The house was on fire/smoke was coming through the window./He couldn't open the door./He hit the door with his head/and he broke it./The room got colder and colder./The smoke got thinner and thinner./"This is the beginning," he thought./Then he heard a scream./Right then he went to sleep./He was in a hotel./The room was full of water./The window was closed./A police officer was climbing out of the room./He didn't rescue him./His hotel was on fire.

15. Application (+ Ask me/him/her/each other.).

Do you remember your dreams? How often? Do you dream in black and white, or do you dream in color? Can you remember any special colors? Have you ever had a nightmare? Some people have running/falling/flying dreams. Have you ever had one of these? Where did you run/fall/fly? Ask How fast/How far/How high? Have you ever dreamed in English?

Suggestions for further activities

1. Students work in small groups to list what they do when they can't sleep. Groups share with the class.

2. Role play. Students role play a doctor and his/her patient who can't sleep at night. The doctor asks questions about sleeping habits and gives advice.

3. Have students describe a real or imaginary nightmare.

4. Discussion. Do you think dreams tell you about the future? Students work in groups and write lists of why they do/don't believe this. They then report back to the class.

5. Pair Work. Tell students to imagine that they have gone to sleep and woken up in a hundred years' time. What will be different? Students discuss in pairs and report back to the class.

IT HAPPENED TO ME

We all spend 30% of our lives asleep in bed. This week we asked readers for letters about sleep and dreams.

**A SHORT FLIGHT**

Last year I had to fly to London for business. I can't sleep on airplanes, so my doctor gave me some sleeping pills. I got onto the plane, sat down, and took two pills. We took off and a few minutes later I was asleep. When I woke, the flight attendant was shaking my arm. I was the only passenger on the plane. "Those pills were strong," I thought. I went to the baggage claim area. I couldn't see my bags anywhere. I went to the information desk, and asked about my bags. "Which flight were you on?" asked the desk clerk.

"The flight from New York—743," I said.

"But you didn't go anywhere, ma'am. Your aircraft had a problem with the engines and it came back. This is New York!"

*Wilhemina C. Williams
Paterson, New Jersey*

SLEEPWALKER

My kid sister often walked in her sleep. One night I woke up suddenly. My sister was walking out of our room with her eyes closed. I got up and followed her to the kitchen. She opened the fridge and took out some chocolate cheesecake. Her eyes never opened. She ate it, then went back to our room. I told her in the morning, but she didn't believe me. "Look in the mirror," I said. There was chocolate all around her mouth and nose!

*Candi Faulkner
Oxford, Mississippi*

**WHAT A NIGHTMARE!**

I once had a terrible nightmare. I dreamed I was in a hotel room on the 40th floor. The hotel was on fire. Smoke was coming under the door. I couldn't open the window. I hit it with a chair, but I couldn't break it. The room got hotter and hotter and the smoke got thicker and thicker. "This is the end," I thought. Then I heard a crash. Right then, I woke up. I was at home, in my own bed, in my own room, and the room really was full of smoke. The window was open, and a fire fighter was climbing into the room. He rescued me. My apartment was on fire!

*Jackson Burns
Seattle, Washington*

**HOW ABOUT YOU?**

1. Most people need eight hours of sleep. How about you?
2. Some people need an alarm clock. How about you?
3. Some people can sleep anywhere—in a chair, on the floor, on a bus. How about you?
4. Some people always remember their dreams. How about you?
5. Some people dream in black and white, some people dream in color. How about you?
6. Most people have had a nightmare. How about you?

- A: Can I help you?
 B: Yes, thank you. I have a terrible headache.
 A: How long have you had it?
 B: About two or three hours.
 A: Well, try these pills. Take two every four hours.
 B: Thank you very much.
 A: You're welcome.

headache
 stomachache
 backache
 earache
 sore throat

pills
 capsules
 tablets
 drops
 throat lozenges



- C: Could I have a box of throat lozenges, please?
 D: With antiseptic or without?
 C: With.
 D: There you go. Will that be all?
 C: Yes, that's all. Sorry, I only have a fifty-dollar bill.
 D: OK, out of fifty. Here's your change.
 C: Thank you.
 D: You're welcome.

a box of throat lozenges
 antiseptic/without
 a bottle of vitamin C tablets
 large/small
 a tube of toothpaste with fluoride/without
 a bar of soap
 large/small
 a can of antiseptic spray
 large/small



- E: Could you fill this prescription, please?
 F: Sure. Do you want to wait?
 E: How long will it take?
 F: It'll be ready in about twenty minutes.
 E: Oh. I'll come back later.
 F: All right. It'll be waiting.
 E: Should I pay now or later?
 F: Later will be fine.

about 20 minutes
 a few minutes
 a moment
 about an hour
 half an hour



Exercise

Look at the containers on the left. Match the words to the containers. Remember, some words will match with two or more containers!



Toothpaste
 Candy
 Toilet Paper
 Shampoo
 gum
 Mouthwash
 CHOCOLATE
 SHAVING CREAM
 Soap
 Perfume
 ointment
 diet Soda
 Mineral Water
 tissues
 FILM

Expressions

<i>about (20 minutes)</i>	<i>I'll come back later.</i>	<i>Thank you very much</i>
<i>All right.</i>	<i>It'll be waiting.</i>	<i>There you go.</i>
<i>Could I have a...?</i>	<i>out of (fifty)</i>	<i>Will that be all?</i>
<i>How long will it take?</i>	<i>Sure.</i>	<i>You're welcome.</i>

Vocabulary

a	bar	of...	film	tissue
	bottle		fluoride	toilet paper
	box		gum	toothpaste
	can		headache	vitamin C
	pack		mouthwash	
	roll		ointment	fill a prescription
	tube		perfume	pay
antiseptic			prescription	try (v)
backache			shampoo	want to (wait)
bill (n)			shaving cream	
candy			soap	large
capsule			sore throat	small
dollar			spray	with
drops			stomachache	without
drugstore			tablet	
earache			throat lozenge	

1. Briefly review the previous lesson.

2. Conversation A-B. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *What's the man's problem?* Play the recording or act out. Check answers.

3. Selective repetition of Conversation A-B.

4. Practice:	Continue:
T: I	he
T: I have a headache.	you
T: he	she
T: He has a headache.	(John)
T: I	the teacher
C: I have a headache.	

5. Practice:	Continue:
T: I have a headache.	He has a sore throat.
T: How long have you had it?	She has a toothache.
T: He has a sore throat.	I have a stomachache.
T: How long has he had it?	(John) has an earache.
T: I have a headache.	I have a backache.
C: How long have you had it?	

6. Practice:
T: (mimes headache) <i>Do you have a headache?</i>
T: (mimes sore throat) <i>Do you have a sore throat?</i>
T: (mimes headache)
C: <i>Do you have a headache?</i>

Continue:
(mime *sore throat/stomachache/earache/toothache/backache*)

7. Focus attention on Conversation A-B. Play the recording or act out. Students look and listen.

8. Silent reading of Conversation A-B.

9. Teacher takes the part of A, the class takes the part of B. Go through the conversation.

10. Teacher takes the part of B, the class takes the part of A. Go through the conversation.

11. Pair Work on Conversation A-B. Show them where to find the cues.

12. Application. Ask students to do the same without looking at the book. Explain that they can substitute different vocabulary.

13. Conversation C-D. Follow the same procedure as for Conversation A-B, but ask: *How much does the woman give the storekeeper?* Check answers.

14. Practice:	Continue:
T: <i>a box of throat lozenges</i>	<i>a bar of soap</i>
T: <i>Could I have a box of throat lozenges, please?</i>	<i>a can of antiseptic spray</i>
T: <i>a bar of soap</i>	<i>a roll of film</i>
T: <i>Could I have a bar of soap, please?</i>	<i>a tube of toothpaste</i>
T: <i>a box of throat lozenges</i>	
C: <i>Could I have a box of throat lozenges, please?</i>	

15. Conversation E-F. Follow the same procedure as for Conversation A-B, but ask: *How long will it take to fill the prescription?* Check answers.

16. Practice:	Continue:
T: <i>Wait!</i>	<i>Come back later!</i>
T: <i>Do you want to wait?</i>	<i>Sit down!</i>
T: <i>Come back later!</i>	<i>Pay now!</i>
T: <i>Do you want to come back later?</i>	<i>Pay later!</i>
T: <i>Wait!</i>	<i>Try it!</i>
C: <i>Do you want to wait?</i>	

17. Practice:
T: <i>How long will it take? Twenty minutes?</i>
T: <i>Yes, it'll be ready in about twenty minutes.</i>
T: <i>How long will it take? Two days?</i>
T: <i>Yes, it'll be ready in about two days.</i>
T: <i>How long will it take? Twenty minutes?</i>
C: <i>Yes, it'll be ready in about twenty minutes.</i>

Continue:
How long will it take? Two days/three hours/ten minutes/a week/two hours?

18. Free Application. Have students role play a situation in a drugstore. Encourage pairs to invent and set up their own situation.

19. Exercise. Read through the names of containers and the items in the box with the class. Check vocabulary. Students do the matching exercise in pairs.

See **Suggestions for further activities** on page 92.

Target structures

- (I) want (that).
 (I) want (to do) (that).
 (I) want (you) (to do) (that).

Expressions

- | | | |
|------------|-------------|-------------|
| Come in. | No problem. | You got it. |
| I'm sorry. | Pardon me? | |

Vocabulary

- | | | |
|-----------------|-------------------|------------|
| acoustic guitar | recording session | ago |
| electric piano | recording studio | hard |
| garage | stretch limo | right away |

1. Briefly review the previous lesson.

2. Conversation—Part 1 (up to: ...go and find him.). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or read aloud.

3. Selective repetition of the first part of the conversation.

4. Practice:

- T: I
 T: I don't want you.
 T: he
 T: He doesn't want you.
 T: her
 T: He doesn't want her.
 T: I don't want you....Repeat.
 C: I don't want you.

Continue:

- he
 her
 they
 she
 them

5. Practice:

- T: I want somebody.
 T: Who do you want?
 T: He wants something.
 T: What does he want?
 T: I want somebody.
 C: Who do you want?

Continue:

- He wants something.
 They want somebody.
 She wants something.
 (John) wants somebody.
 I want something.

6. Silent reading of the first part of the conversation.

7. Questions and Answers.

- Who comes in?
 Does Maria-Donna want him? Ask Who? Ask When?
 Will Maria-Donna go and find him? Ask Who?

8. Conversation—Part 2 (up to: ...at one-thirty.). Focus attention on the middle picture. Have students cover the text. Set up the situation. Ask prelistening question: *Where does Maria-Donna want to go?* Play the recording or act out. Check answers.

9. Selective repetition of the second part of the conversation.

10. Silent reading of the second part of the conversation.

11. Questions and Answers.

- Who's just come in? Spell "Marvin."
 Did Maria-Donna want to see Marvin?
 Is she upset? Ask Why?
 Was Marvin in the office? Ask Where?
 What does Maria-Donna want this afternoon?
 Does she want the Rolls-Royce? Ask Which?
 Does she want to go to the train station? Ask Where?
 What time will they leave?

12. Practice:

- T: I wanted to do something.
 T: What did you want to do?
 T: I wanted to go somewhere.
 T: Where did you want to go?
 T: I wanted to do something.
 C: What did you want to do?

Continue:

- I wanted to go somewhere.
 I wanted to buy something.
 I wanted to meet someone.
 I wanted to see something.
 I wanted to marry someone.

13. Invention Exercise.

- T: he/football
 T: He wants to play football.
 T: they/television
 T: They want to watch television.
 T: he/football
 C: He wants to play football.

Continue:

- they/television
 she/English
 they/around the world
 he/the radio
 they/the movie
 he/Europe

14. Conversation—Part 3 (to the end). Focus attention on the bottom picture. Have students cover the text. Set up the situation. Play the recording or act out.

15. Selective repetition of the third part of the conversation.

16. Practice:

- T: you
 T: I want you to do it.
 T: him
 T: I want him to do it.
 T: you
 C: I want you to do it.

Continue:

- him
 them
 (John)
 her
 (Maria)

17. Practice:

- T: He wants him to play electric piano.
 T: I
 T: I want him to play electric piano.
 T: play acoustic guitar
 T: I want him to play acoustic guitar.
 T: her
 T: I want her to play acoustic guitar.
 T: He wants him to play electric piano....Repeat.
 C: He wants him to play electric piano.

Continue:

- I
 play acoustic guitar
 her
 he
 me
 sing doo-wops
 they

18. Silent reading of the third part of the conversation.

19. Questions and Answers.

- What does Maria-Donna want Brandon to do?
 Does she want Jared to play electric guitar? Ask What?
 How does she want Jared to play? Who does she want to sing doo-wops?

20. Play the complete conversation or read it aloud.

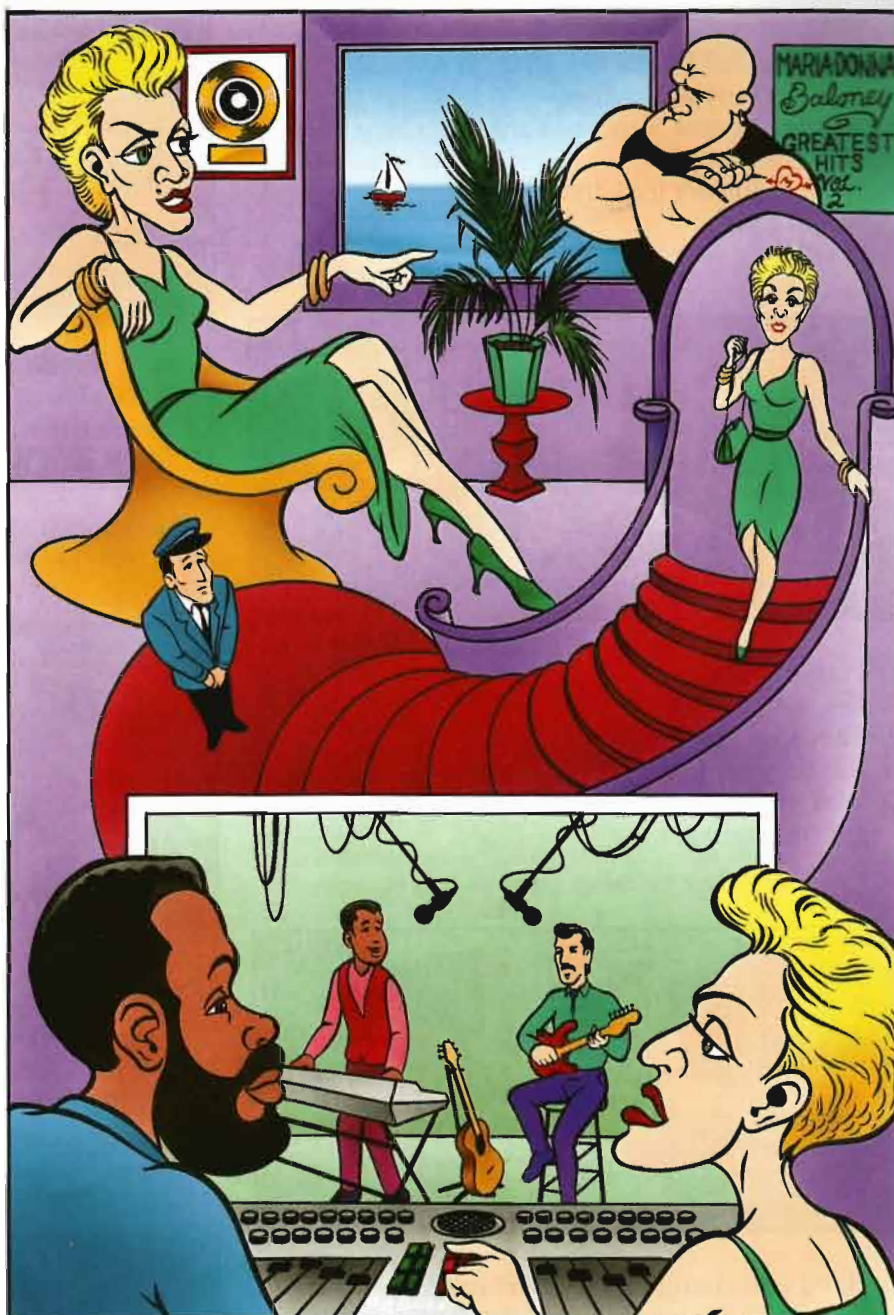
21. Application. Say:

- When I was young, my father wanted me to be a doctor.
 He wanted me to work hard.
 My mother wanted me to be an actor/actress.
 My teachers wanted me to drop out of school!
 What did your mother/father/teachers want you to do?
 Ask him/her.
 My father didn't want me to smoke.
 My mother didn't want me to drink.
 My teachers didn't want me to be a teacher.
 What about your father/mother/teachers?
 What do you want your children/your government/
 your friends to do?

22. Go through the exercises orally. Assign them for written work in class or for homework.

See **Suggestions for further activities** on page 92.

Maria-Donna: Come in!
Gary: Yes, Ms. Baloney?
Maria-Donna: No, no, Gary! I don't want you.
Gary: Who do you want, Ms. Baloney?
Maria-Donna: I want Marvin, and I want him right away.
Gary: OK. I'll go and find him.
Maria-Donna: Ah, Marvin!
Marvin: Did you want to see me, ma'am?
Maria-Donna: Yes. I wanted to see you twenty minutes ago.
Marvin: I'm sorry. I was in the garage.
Maria-Donna: I want a car this afternoon.
Marvin: Which car do you want to take? The stretch limo, the Rolls-Royce, or the Ferrari?
Maria-Donna: The stretch limo.
Marvin: Where do you want to go, ma'am?
Maria-Donna: The recording studio.
Marvin: What time?
Maria-Donna: The recording session begins at two. We'll leave here at one-thirty.
Maria-Donna: OK, Brandon. Can you hear me?
Brandon: Sure.
Maria-Donna: I want you to play electric piano on this one.
Brandon: No problem.
Maria-Donna: And I want Jared to play acoustic guitar. I want him to play real loudly, OK?
Brandon: You got it.
Maria-Donna: And find Tania and Sophie. I want them to sing doo-wops.
Brandon: Excuse me?
Maria-Donna: You know, the chorus. Doo-wop-di-diddy-diddy-dum-di-do.



Exercise 1

I wanted to do something.
 What did you want to do?

1. They wanted to go somewhere.
2. He wanted to buy something.
3. We wanted to meet someone.
4. She wanted to eat something.
5. I wanted to see someone.

Exercise 2

She/them/make dinner.
 She wants them to make dinner.

1. He/me/call him.
2. I/him/help me.
3. They/her/clean the room.
4. My parents/me/learn English.
5. The police/them/stop.
6. She/me/dance.
7. The teacher/us/do our homework.

Exercise 3

When I was young, my parents wanted me to be a doctor. They wanted me to work hard.

What	father	want you to do?
did your	mother	
	parents	
	teachers	

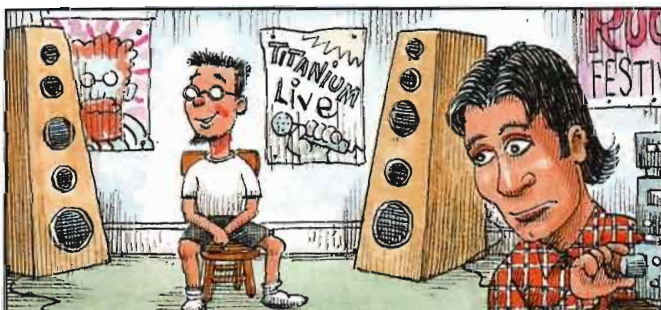
What did you want to do?

- A: I like your car, Jackie.
 B: Oh, you do? I've only had it for a week.
 A: It looks very expensive.
 B: Really? I guess new ones are expensive, but this one's used.
 A: It is? It doesn't look like a used car. It looks brand new.



- C: Brrr! It feels cold in here.
 D: It does?
 C: Yes, really cold. Is the heat on?
 D: Yes, it is. It'll feel warmer in a minute.

- E: Waiter!
 F: Yes, sir.
 E: These vegetables aren't fresh!
 F: But they *are* fresh, sir.
 E: Well, they don't taste fresh to me. I want you to get the manager.



- G: I'd like you to listen to my new stereo, Eduardo. Does it sound all right?
 H: Yes, it sounds fine to me.
 G: I think the bass is too loud.
 H: No, it sounds perfect. It sounds better than mine.

- I: Have you changed your perfume?
 J: Yes, why? Do you like it?
 I: Yes, it smells wonderful. What is it?
 J: It's *Roseanne* by Devlon.
 I: It smells expensive. Is it?
 J: I don't know. It was a present.



Exercise 1

- | | |
|-------------------------|--------------------|
| This one's used. | <i>It is?</i> |
| I like your car. | <i>You do?</i> |
| It feels cold. | <i>It does?</i> |
| It doesn't taste fresh. | <i>It doesn't?</i> |
- They're very old.
 - I don't like coffee.
 - It sounds perfect.
 - It doesn't smell expensive.
 - This one's mine.

Exercise 2

- How do these things taste/sound/look/smell/feel?
Fresh coffee smells wonderful.
 Make sentences.
 fresh coffee/cigar smoke/cat fur/leather seats/silk/wet dogs/fresh bread/expensive ties/freeways/canned peas/stale cookies/stale fish/Caribbean beaches/roses/old sneakers

Target structure

It looks/feels/tastes/sounds/smells (good). It looks like (a used car).

Expressions

Brill! I guess... ..sir. Waiter!

Vocabulary

bus	manager	tie	canned
beach	peas	trainers	fresh
cigar	present (n)	vegetables	perfect
cookie	rose		secondhand*
freeway	seat	give, gave	stale
fur	silk	look like	sweet
heat	snake		used*
leather	stereo	brand-new	wet

1. Briefly review the previous lesson.

2. Conversation A-B. Focus attention on the first picture. Have students cover the text. Set up the situation. Play the recording or act out the conversation.

3. Selective repetition of Conversation A-B.

4. Practice:

T: I like your coat! (a week)
T: You do? I've only had it for a week.
T: I like your shoes! (2 days)
T: You do? I've only had them for two days.
T: I like your coat! (a week)
C: You do? I've only had it for a week.

Continue:

I like your shoes! (2 days)
I like your shirt! (3 days)
I like your jeans! (2 weeks)
I like your purse! (a week)
I like your sweater! (4 days)

5. Application/Pair Work.

S1: I like your (watch).

S2: You do? I've only had it for (a week).

6. Practice:

T: coat...expensive
T: I like your coat. It looks expensive.
T: shoes...comfortable
T: I like your shoes. They look comfortable.
T: coat...expensive
C: I like your coat. It looks expensive.

Continue:

shoes...comfortable
jacket...warm
pants...nice
watch...expensive
dress...pretty

7. Practice (modify this drill to suit your clothes):

T: Look at my watch. It's secondhand.
T: It is? It doesn't look like a secondhand watch.
T: Look at my shoes. They're secondhand.
T: They are? They don't look like secondhand shoes.
T: Look at my watch. It's secondhand.
C: It is? It doesn't look like a secondhand watch.

Continue:

Look at my shoes. They're secondhand./Look at my purse. It's secondhand./Look at my pants. They're secondhand./Look at my ring. It's secondhand./Look at my pen. It's secondhand.

8. Silent reading of Conversation A-B.

9. The teacher takes the part of A. Students take the part of B. Go through the conversation. Then reverse roles.

10. Pair Work. Students go through the conversation in pairs.

11. Conversation C-D. Follow the same procedure as for Conversation A-B, but include this practice exercise.

12. Practice:

T: cold
T: It feels cold in here.
T: hot
T: It feels hot in here.
T: cold
C: It feels cold in here.

Continue:

hot
cool
warm
very cold
very hot

13. Conversation E-F. Follow the same procedure as for Conversation A-B, but include these practice exercises.

14. Practice (point out that the opposite of *fresh* can be either *stale/bad/sour*, etc., or *canned/frozen/packaged*, etc.):

T: vegetables
T: These vegetables aren't fresh!
T: bread
T: This bread isn't fresh!
T: vegetables
C: These vegetables aren't fresh!

Continue:

bread
fish
tomatoes
cream

15. Practice:

T: this bread...fresh...stale
T: This bread doesn't taste fresh, it tastes stale!
T: these tomatoes...fresh...canned
T: These tomatoes don't taste fresh, they taste canned!
T: this bread...fresh...stale
C: This bread doesn't taste fresh, it tastes stale!
Continue:
these tomatoes...fresh...canned/this fish...fresh...frozen/
this cream...fresh...sour/these vegetables...fresh...frozen/
these cookies...fresh...stale

16. Conversation G-H. Follow the same procedure as for Conversation A-B, but include these practice exercises.

17. Practice:

T: stereo
T: Does my stereo sound all right to you?
T: radio
T: Does my radio sound all right to you?
T: stereo
C: Does my stereo sound all right to you?

Continue:

radio
tape recorder
record player
CD player
television

18. Practice:

T: better
C: It sounds better than mine.
Continue: louder/clearer/worse/nicer

19. Conversation I-J. Follow the same procedure as for Conversation A-B, but include this practice exercise.

20. Practice:

T: wonderful
C: It smells wonderful!
Continue: awful/terrific/terrible/great

21. Write on the board and have students copy:

It	looks	nice.
	feels	good.
	tastes	bad.
	sounds	terrible.
	smells	

22. Go through the exercises orally. Assign them for written work in class or for homework.

See **Suggestions for further activities** on page 92.

*Note: In American English, *used* is for talking about cars or bulk items (*used clothing*, *used bookstore*) and *secondhand* is for talking about clothes or personal possessions (*secondhand shoes*, *secondhand watch*). *Used* is featured in the Student Book, *secondhand* is not.

Target structures

Review and reinforcement

Vocabulary

air	spaceship	take off
animal	spacesuit	turn on
arm	story	
astronaut	surface	any
cloud		intelligent
computer	breathe	normal
control unit	climb (down)	several
controls	descend	strange
engine	find, found	too many
forest	happen	
helmet	land (v)	carefully
ladder	look (v)	deeply
mixture	put on	slowly
nitrogen	reply (v)	soon
oxygen	rescue	
planet	step (v)	in the middle of
science fiction	stick, stuck	onto
		through

1. Briefly review the previous lesson.

2. Text—Part 1 (up to: ...stepped onto the planet.). Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *Where did the spaceship land? What did the astronauts do?* Play the recording or read aloud. Check answers.

3. Selective repetition of Part 1 of the text.

4. Silent reading of Part 1 of the text.

5. Questions and Answers.

Did the spaceship fly past the planet? Ask Where?
Ask How many times?

Was it a new planet?

Was the planet red? Ask What color?

What color were the clouds?

Were there a lot of clouds or were there only a few?

Could they see the surface? Ask Why not?

Did the spaceship descend slowly or quickly?

Were there three astronauts? Ask How many?

Did they put on anything? Ask What?

Did they climb down? Ask What? Ask How?

What did they step onto?

6. Text—Part 2 (up to: ...breathed deeply.). Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *Could they breathe the air?* Play the recording or read aloud. Check answers.

7. Selective repetition of Part 2.

8. Silent reading of Part 2.

9. Questions and Answers.

Were both of the astronauts men?

What was one of them?

Did the woman look at anything? Ask What?

Was it in her hand? Ask Where?

Did she say "It's OK" or "It's too dangerous"?

Did they take their spacesuits off? Ask What?

How did they breathe?

10. Text—Part 3 (up to: ...intelligent life.). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or read aloud. Check answers.

11. Selective repetition of Part 3.

12. Silent reading of Part 3.

13. Questions and Answers.

Did they look at only some things, or did they look at everything?

Ask How?

Tell me about the plants. Tell me about the animals.

What couldn't they find?

14. Text—Part Four (to the end). Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *What was the problem?* Play the recording or read aloud. Check answers.

15. Selective repetition of the last part.

16. Silent reading of the last part.

17. Questions and Answers.

Did they return to the spaceship after a few minutes? Ask When?

Did everything look strange? Ask How?

Did he turn on the radio? Ask What? Did anything happen?

Was everything OK or was something wrong? Did he understand?

Tell me about the engines.

What did he turn on? Did it work?

Could they take off? Were they stuck there?

Did she say, "Don't worry," or did she say, "You stupid man"?

Did she say, "They'll never rescue us," or did she say, "They'll rescue us soon"?

What was his name? What was her name? What were their names?

18. Play the recording or read the complete text.

19. Retelling with cues (possibly written later).

(a) *spaceship/planet/times. planet/blue and green. they/see/surface/too many white clouds. spaceship/slowly/clouds/middle/forest. astronauts/spacesuits/door/ladder/onto the planet. woman/control unit/arm.*

(b) *OK. If/we/the air. mixture/oxygen/nitrogen. both/their helmets/deeply.*

(c) *they/everything carefully. plants and animals/new/and strange. they/find/intelligent life.*

(d) *several/hours/they/spaceship. everything/normal. man/controls/but/nothing. something...? I/understand/engines/working. he/computer/but that/either. we/here. we/off. worry/Adam. they/us/soon.*

20. Free Production (*Tell me the story.*).

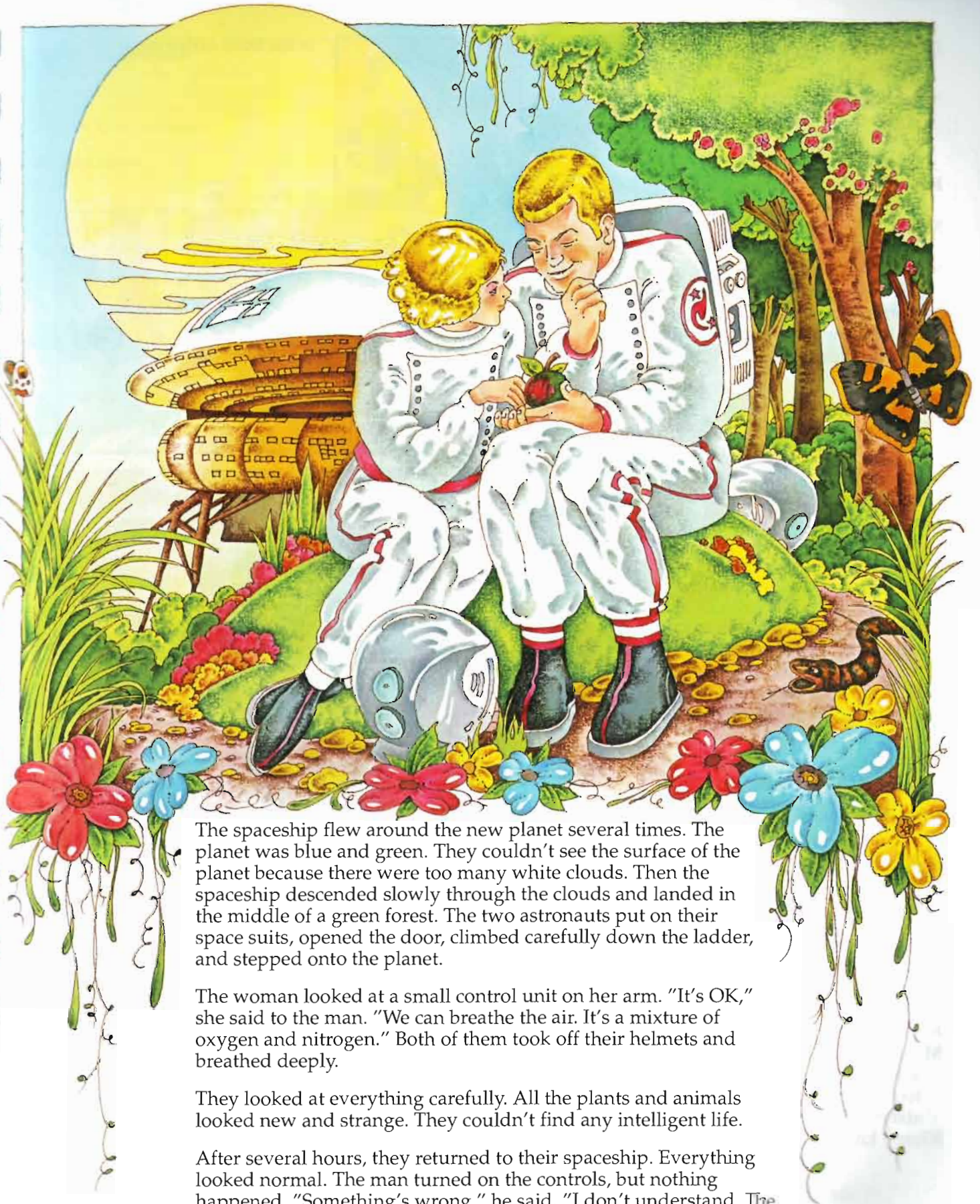
21. Application (+ Ask him/her/me/each other.).

Have you ever read a science-fiction story?

Do you like science-fiction stories?

Ask Why/Why not?

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



The spaceship flew around the new planet several times. The planet was blue and green. They couldn't see the surface of the planet because there were too many white clouds. Then the spaceship descended slowly through the clouds and landed in the middle of a green forest. The two astronauts put on their space suits, opened the door, climbed carefully down the ladder, and stepped onto the planet.

The woman looked at a small control unit on her arm. "It's OK," she said to the man. "We can breathe the air. It's a mixture of oxygen and nitrogen." Both of them took off their helmets and breathed deeply.

They looked at everything carefully. All the plants and animals looked new and strange. They couldn't find any intelligent life.

After several hours, they returned to their spaceship. Everything looked normal. The man turned on the controls, but nothing happened. "Something's wrong," he said. "I don't understand. The engines aren't working." He switched on the computer, but that didn't work either. "Eve," he said, "we're stuck here. We can't take off!"

"Don't worry, Adam," she replied. "They'll rescue us soon."

In the hotel coffee shop
(7:30 PM)

Mike: Come on, Kim. Hurry up and finish your coffee. We have to catch a taxi to the airport. We'll be late.

Kim: I can't hurry. This coffee's too hot for me to drink.

Mike: Why don't you put some cold milk in it?

Kim: Milk? I don't take milk in my coffee. Oh, OK, OK.

Mike: Is it cool enough for you to drink now?

Kim: Yes, but it tastes awful!

At the airport (8:00 PM)

Kim: Oh, no! The Global counter looks a mile away!

Mike: Ooh! What did you put in these suitcases? Rocks?

Kim: Only clothes. Why? Are they heavy?

Mike: Yes, they are.

Kim: The taxi driver managed to carry them.

Mike: Well, they're too heavy for me to carry, and I don't see any luggage carts.

Kim: Well, I'm not strong enough to help you. Porter! Over here, please.

On the plane (9:00 PM)

Kim: Oh, Mike. I didn't tell you. My sister called this morning.

Mike: Oh? Which one? Tiffany?

Kim: Yes. She wants to get married.

Mike: Married! She isn't old enough to get married. She's only seventeen. Who does she want to marry?

Kim: Marc McIntosh.

Mike: Marc McIntosh, the actor? I can't believe it! He's too old for her. He's over sixty!

Kim: I know, but she loves him.



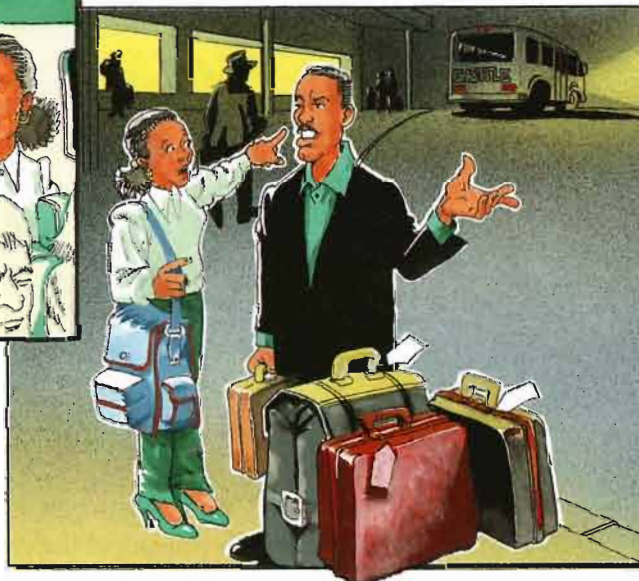
In the hotel coffee shop



At the airport



On the plane



At their destination

At their destination (11:00 PM)

Kim: Oh, no! There goes the last bus!

Mike: Well, let's walk to the highway and catch a different bus.

Kim: It's a mile away! That's too far for me to walk. Let's take a taxi.

Mike: Another taxi! We aren't rich enough to go everywhere by taxi.

Kim: Mike, haven't you forgotten something?

Mike: What?

Kim: We have three suitcases. Do you really want to walk?

Mike: You're right. Taxi!

Exercise 1

He can't lift it. It's very heavy.

It's too heavy for him to lift.

1. They can't drink it. It's very hot.
2. She can't buy it. It's too expensive.
3. He can't answer it. It's very hard.
4. We can't see it. It's very small.

Exercise 2

Can he lift the boxes?

No, he isn't strong enough to lift them.

1. Can you touch the ceiling? (tall)
2. Can they buy that house? (rich)
3. Can she understand the questions? (smart)
4. Can that cat catch the bird? (quick)

Target structures

(It's) too (hot) for (me) to (drink).
(It's) (cool) enough for (me) to (drink).
(I'm) not (strong) enough to (lift it).
(I'm) too (weak) to (lift it).

Expressions

Hurry up!
Let's (take a taxi).
OK, OK.

Over here, please!
Porter!
Taxi!

There goes (the bus)!
You're right.

Vocabulary

actor	taxi	cool
bird		difficult
cat	answer (v)	far
ceiling	believe	heavy
coffee shop	carry	last
counter	drink, drank	old
destination	finish	quick
highway	forget, forgot	rich
hotel	get (married)	small
luggage cart	help	smart
mile	love	strong
milk	manage (to do)	tall
plane	marry	
rock	tell, told	everywhere
sister	touch	late
suitcase	understand	over (60 years old)

1. Briefly review the previous lesson.

2. Conversation 1 (In the hotel coffee shop). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out.

3. Selective repetition of Conversation 1 (up to: ...for me to drink.).

4. Questions and Answers.
What's Kim drinking? Can she finish it?
Is it very hot? Why can't she drink it?

5. Play or act out the rest of Conversation 1.

6. Selective repetition of the rest of Conversation 1.

7. Questions and Answers.
Has she put some cold milk in it? Can she drink it now? Why?
Is it still very hot?

8. Play or act out all of Conversation 1.

9. Silent reading of Conversation 1.

10. Practice:

T: me	Continue:
T: This coffee's too hot for me to drink.	him
T: him	us
T: This coffee's too hot for him to drink.	her
T: me	you
C: This coffee's too hot for me to drink.	them

11. Conversation 2 (At the airport). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out.

12. Selective repetition of Conversation 2.

13. Silent reading of Conversation 2.

14. Questions and Answers.

Where are they? What did she put in the suitcases?
Are they heavy? Could the taxi driver carry them?
Can Mike carry them? Why not?
Can Kim help him? Why not?

15. Practice:

T: I
C: I'm not strong enough to help you.
Continue: she/we/he/they/Kim

16. Conversation 3 (On the plane). Follow the same procedure as for Conversation 2.

17. Questions and Answers.

Where are they? Whose sister called this morning?
Does Kim have more than one sister? Which sister called?
What's Tiffany going to do?
Is Mike surprised? Ask Why? Who's she going to marry?
Does Mike really believe it? Ask Why not?

18. Conversation 4 (At their destination). Follow the same procedure as for Conversation 2.

19. Questions and Answers.

Can they see the bus? Have they missed it? Will there be another bus? Who wants to walk to the highway? Ask Why? Does Kim want to walk? Why not? What does she want to do? Does Mike want to catch a taxi? Why not? How many suitcases do they have? Are they going to walk, or are they going to take a taxi?

20. Play the recording or read through all four conversations again.

21. Write on the board:

Can you lift it? No.	It's too heavy (to lift).
	It isn't light enough (to lift).
	I'm too weak (to lift it).
	I'm not strong enough (to lift it).

Can you understand it? No.	It's too difficult (to understand).
	It isn't easy enough (to understand).
	I'm too dumb (to understand).
	I'm not smart enough (to understand it).

Have students copy this. Point out why we use *to lift it* and *understand it*, and the possibility of deleting the words in parentheses.

22. Application. Try to elicit alternative responses for each question, giving the adjective as a cue only where necessary:

Can you touch the ceiling? ... Why not?
Can you wear my shoes/jacket?
Can you buy a Mercedes-Benz/Cadillac?
Can you play (soccer) for your country?
Can you read Shakespeare?
Can you swim from England to France?
Can you climb Mount Everest?
Can you understand Chinese/Swahili? etc.
Can you eat a lemon? Can you drive a bus? etc.
Ask me/her/each other.

23. Pair Work. Students ask and answer as in step 21.

24. Go through the exercises in the Student Book orally. Assign them for written work in class or for homework.

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

Target structure

Review and reinforcement:

(I) *wanted to (see it).* (I) *couldn't (see it).* (I) *had to (see it).***Expressions**

Hello? *It's (Randy).* *Uh-huh.*
I see. *(Randy) who?* *Who's this?*
Is that you?

Vocabulary

boss	phone book	mean (v)
date	play (n)	remember
hair	son	

1. Briefly review the previous lesson.**2.** Classroom context. Ask questions (Ask him/her/me/each other.) to review *could*:

Before you were fifteen, could you drive/type/sew/speak English/cook/swim/dance? etc.

3. Ask questions (Ask him/her/me/each other.) to review *had to*:

Have you been in a foreign country?

Has (a friend/famous person) been in a foreign country?

Did (you) have to get a passport/a visa/an International Driver's

License?

Did (you) have to have a medical examination/have any shots/change any money/buy any clothes/get any traveler's checks? etc.

Do you have a driver's license? (Does your father/mother?) What did (you) have to do? (to elicit: (I) had to take a test/take an exam/park the car/drive in reverse, etc.)

4. Conversation. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *Why couldn't Vicki come last night? Why didn't she call Randy?* Play the recording or act out. Check answers.**5.** Selective repetition of the conversation.**6.** Practice (choose a student and act out calling him/her):

T: (Maria)? *Is that you?*

T: *Uh-huh. Who's this?*

Do this around the class, using individual students. (Note: A number of review practice exercises follow. These should be done very rapidly.)

7. Practice:

T: *you*

C: *What do you mean?*

Continue: *he/they/she/it/(John)*

8. Practice:

T: *We had a date last night.*

T: *they*

T: *They had a date last night.*

T: *did they*

T: *Did they have a date last night?*

C: *We had a date last night....Repeat.*

Continue:

they

did they

you

yesterday

she

he didn't

9. Practice:

T: *you*

C: *Where were you?*

Continue: *he/they/she/(John)/(Yoshi and Keiko)/(Maria)*

10. Practice:

T: *I couldn't come.*

T: *Couldn't come?*

Why couldn't you come?

T: *She couldn't come.*

T: *Couldn't come?*

Why couldn't she come?

T: *I couldn't come.*

C: *Couldn't come?*

Why couldn't you come?

Continue:

She couldn't come.

They couldn't come.

He couldn't come.

We couldn't come.

(Maria) couldn't come.

11. Practice:

T: *She had to wash her hair.*

T: *Why did she have to wash her hair?*

T: *He had to go to the bank.*

T: *Why did he have to go to the bank?*

T: *She had to wash her hair.*

C: *Why did she have to wash her hair?*

Continue:

He had to go to the bank.

She had to visit a friend.

I had to see my

grandmother.

We had to drive to the

airport.

They had to stay at home.

12. Practice:

T: *I*

T: *I wanted to call her.*

T: *him*

T: *I wanted to call him.*

T: *I*

C: *I wanted to call her.*

Continue:

him

she

them

me

they

us

13. Silent Reading.**14.** Questions and Answers.

Who's calling? Who's answering the phone?

Is he upset? Did they have a date? Ask When?

Is she sorry? Could she come?

Did she want to call him? Why didn't she call him?

Is his number in the phone book?

Did she know that? Why couldn't she find it?

Why did she have to wash her hair last night?

Have you ever been to see a play? Ask him/her/me.

Ask Where? Ask When? Ask How many times?

She's going to see a play. Ask Who...with?

Did she ask him, or did he ask her? Ask When?

Did she want to go to see a play? Why did she say yes?

15. Play the recording or read aloud again.**16.** Pair Work on the conversation.**17.** Write on the board and have students copy:

A: *Why didn't you do your homework?*

B: *Well, I wanted to, but I couldn't.*

A: *Why not?*

B: *I had to wash my hair.*

18. Pair Work (based on step 16 above). Have students substitute other excuses, for example:

I had to go to the doctor. I had to go out, etc.

19. Refer students to the questions in the Student Book. Assign them for written homework.**20.** Listening. Play the conversation. Ask: *Who is the manager talking to?* Read through the *true/false* questions with the class. Check vocabulary. Explain the task. Students listen again and mark the sentences true or false. Play the recording again if necessary. Go over the answers with the class.See **Suggestions for further activities** on page 93.

Vicki: Hello?

Randy: Vicki? Is that you?

Vicki: Uh-huh. Who's this?

Randy: It's Randy.

Vicki: Randy? Randy who?

Randy: What do you mean, "Randy who?" Randy Dixon, of course.

Vicki: Oh, Randy, I'm sorry.

Randy: Yes. We had a date last night. Where were you? I waited for two hours.

Vicki: Oh, I'm sorry, Randy. I couldn't come.

Randy: Couldn't come! Why not?

Vicki: Well, I had to wash my hair.

Randy: Wash your hair! Why didn't you call me?

Vicki: I wanted to call you, but—uh—I—uh—couldn't remember your phone number.

Randy: It's in the phone book.

Vicki: Yes, of course, but—uh—I couldn't remember your last name.

Randy: Oh.... But why did you have to wash your hair last night?

Vicki: Well, I had to do it last night because I'm going to see a play tonight.

Randy: To see a play? With who?

Vicki: George. George McQueen, my boss's son.

Randy: I see.

Vicki: He asked me yesterday, and I couldn't say no.



Questions

Who's calling?

Who's answering the phone?

Did they have a date?

Ask, "When?"

Why couldn't she come?

Did she want to call him?

Why didn't she call him?

Is his number in the phone book?

Why couldn't she find it?

Did she have to wash her hair?

Ask, "Why?"

Is she going to the theater with Randy?

Ask, "Who...with?"

When did George ask her?

Why did she say yes?

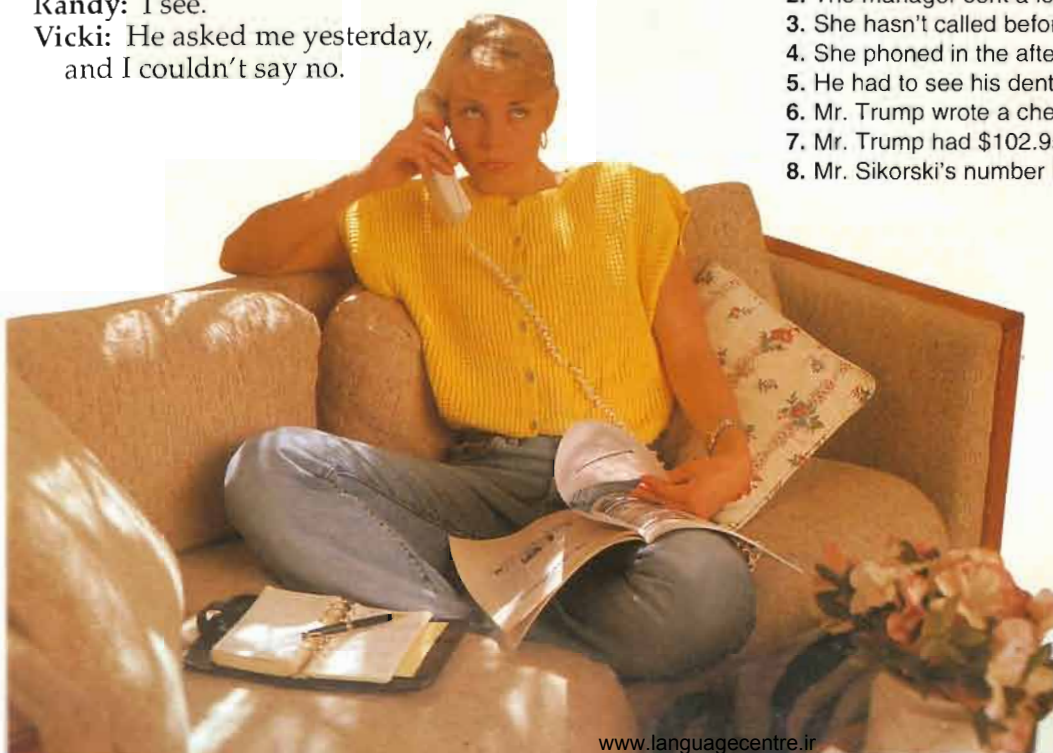


Listening

Listen to the next phone call. Who is the manager talking to? Now listen again and check (✓) true or false.

true false

1. Someone is calling from the First State Bank. ☐ ☐
2. The manager sent a letter. ☐ ☐
3. She hasn't called before. ☐ ☐
4. She phoned in the afternoon. ☐ ☐
5. He had to see his dentist. ☐ ☐
6. Mr. Trump wrote a check for \$1,000. ☐ ☐
7. Mr. Trump had \$102.95 in his account. ☐ ☐
8. Mr. Sikorski's number is 848-3592. ☐ ☐



Sergeant: Good morning. Are you the new janitor of the building?

Corona: Janitor? No, not me. I want to join the army, man.

Sergeant: What! You! In the army?

Corona: Yeah. I want to be a soldier. This is the Army Recruiting Office, isn't it?

Sergeant: Well...uh...yes. Sit down, son.

Corona: Thanks, man.

Sergeant: Now, why do you want to be a soldier, Mr. ...uh...what's your name, son?

Corona: Corona. Frankie Corona. Well, I saw the commercial on TV last night. It looked pretty good. Vacations, money, travel, education, a pension....

Sergeant: I see. Yes, it's a good life in the army.

Corona: Terrific!

Sergeant: Now, do you have any questions?

Corona: Let's see. Yes. Will I have to get a haircut?

Sergeant: Oh yes, you'll have to get a haircut—and wear a uniform.

Corona: A uniform? I've never, had to wear a uniform before.

Sergeant: Oh yes, and you'll have to obey orders. But you won't have to clean latrines, ha-ha.

Corona: What are latrines?

Sergeant: Toilets. I've never had to clean toilets.

Corona: What about the work? Will I have to work hard?

Sergeant: Oh, yes. You'll have to work hard, all right.

Corona: Hmm. And what about education?

Sergeant: Oh, yes. There are a lot of opportunities. Maybe

you'll be a computer programmer or a communications expert one day.

Corona: OK. I'd like to join.

Sergeant: All right. Just sign here, Frankie.

Corona: There you go, man—Frankie Corona.

Sergeant: Corona!

Corona: Huh?

Sergeant: Stand up. Stand up straight, Corona. Now, march! Left, right, left, right. You're in the army now!

Exercise

A friend is going into the army in your country.

What will he/she have to do?

What won't he/she have to do?

Write six sentences.



Target structures

(You)	'll will won't	have to (do that).
-------	----------------------	--------------------

(I/He)	(never)	had to (do that).
--------	---------	-------------------

Expressions

Left, right, left, right. Let's see.	..., man. Oh yes.	Sit down. yeah
---	----------------------	-------------------

Vocabulary

army	pension	join
building	question	march
commercial	sergeant	obey
communications expert	soldier	sign (v)
education	toilet	wear
haircut	travel	
janitor	uniform	pretty (good)
latrine	vacation	straight
opportunity	work (n)	
order		maybe

1. Briefly review the previous lesson.

2. Classroom context. T: I'm a teacher.

I have to get up early. I have to start work at 9 o'clock.

I have to teach 25 classes a week, etc. What about you?

(S: I have to come to school at 9 o'clock, etc.)

T: I don't have to wear a suit/tie/skirt, etc. What about you?

S: I don't have to (wear a tie), etc.

Ask questions:

T: Do you have to get up early/come to school at 8 o'clock?

S: Yes, I do./No, I don't.

3. Follow the procedure in step 1, using these models:

I had to (go to school) when I was ten, etc.

I didn't have to (wear a uniform), etc.

Did you have to (wear a uniform)? etc.

4. Say: I have to come to school every day. I had to come to school (yesterday). I'll have to come to school (tomorrow). (Indicate students.) You'll/He'll/She'll/We'll/They'll have to come to school.

5. Listen and repeat the list in step 4, again paying attention to the pronunciation of ...'ll and have to.

6. Say (indicating students):

On Sunday I won't have to come to school.

You won't have to come to school.

He/She/We/They won't have to come to school.

7. Listen and repeat the list in step 6 again.

8. Pair Work (after repeating these models).

S1: Will you have to come to school (tomorrow)?

S2: Yes, I will.

S1: Will you have to come to school (on Saturday)?

S2: No, I won't.

9. Practice:

T: tomorrow. Ask Will you?

C: Will you have to come to school tomorrow?

Continue: on Monday/next week/on Wednesday/next month/
on Thursday

10. Application. T: Will you have to come to school tomorrow/
on Sunday/on Friday/on Saturday? etc.

S: Yes, I will/No, I won't.

11. Conversation. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: Why does Corona want to join the army? What will he have to do in the army? Play the recording or act out. Explain that in the U.S. there is a volunteer army. Currently, military service is a job, not an obligation. Check answers.

12. Selective repetition of the conversation.

13. Practice:

T: I want to be a soldier/a nurse/a doctor/a teacher/ an engineer, etc. Ask Why?

C: Why do you want to be a soldier? etc.

14. Practice:

T: get a haircut. Ask Will I...?

C: Will I have to get a haircut?

Continue: wear a uniform/obey orders/work hard/get up early/
carry a gun

15. Practice:

T: Will I have to get a haircut?

T: Oh yes. You'll have to get a haircut.

T: wear a uniform/obey orders/work hard? etc.

C: Oh, yes. You'll have to wear a uniform, etc.

16. Practice:

T: Will I have to clean latrines/cut the grass/paint the buildings?
etc. (Shake your head "no.")

C: No, you won't have to clean latrines, etc.

17. Practice:

T: I

T: I've never had to clean toilets.

T: he

T: He's never had to clean toilets.

T: I

C: I've never had to clean toilets.

Continue:

he

we

she

they

the general

18. Play the recording or read the conversation aloud again.

19. Silent reading of the conversation.

20. Questions and Answers.

Is he the new janitor? Does he want to join the Air Force?

Ask What?

Does he want to be a sailor? Ask What? What's his name?

Have you ever seen a commercial for the army? Ask me.

Did the commercial look good, or did it look terrible?

What did Frankie like in the commercial?

Does he have any questions? Ask me some of the questions.

(Cues: haircut, orders, uniform)

Will he have to clean latrines?

Has the sergeant ever had to clean toilets? Have you?

Are there any opportunities for education? Ask How many?

Will he be a computer programmer one day? (to elicit: Maybe...)

21. Pair Work on the conversation.

22. Write on the board and have students copy:

He'll have to wear a uniform. He won't have to clean toilets.

Will he have to obey orders? Yes, he will/No, he won't.

23. Application.

Have you ever been in the army? Will you have to do military service? Do you want to join the army? Ask Why/Why not?

24. Assign the exercises to be done in class or at home.

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

Target structures

(I've) been able to (do that) (twice).
 (She's) never been able to (do that).
 How long (have you) been able to (do that)?

Vocabulary

city center	streetcar	change
costs	traffic	conduct
downtown	traffic survey	move
driving lesson	traffic system	pass (a test)
mall		take (a test)
parking space	extremely	
planning department	occasionally	major
problem	slowly	

Note: The aim of this lesson is to teach the transformation of *can* into the present perfect.

1. Briefly review the previous lesson.

2. Classroom context. Say:
 (Yoshi) got sick/broke his arm, etc. on Tuesday.
 He hasn't been able to come to class since Tuesday. Repeat.
 (Maria) got sick/broke her arm, etc. two days ago.
 She hasn't been able to come to class for two days. Repeat.

3. Practice:

T: last week

T: She hasn't been able to come to class since last week.

T: ten days

T: She hasn't been able to come to class for ten days.

T: last week

C: She hasn't been able to come to class since last week.

Continue:

ten days

Wednesday

two weeks

last month

three days

the day before

yesterday

4. Practice:

T: we

T: We've been able to learn a lot in this class.

T: with this book

T: We've been able to learn a lot with this book.

T: she

T: She's been able to learn a lot with this book.

T: we

C: We've been able to learn a lot with this book.

Continue: in this class/she/with (teacher's name)/since the course started/he

5. Introductory text. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: What does the Planning Department want to do? Why? Play the recording or read aloud. Check answers.

6. Selective repetition of the introductory text.

7. Silent reading of the introductory text.

8. Questions and Answers.

How many major cities have traffic problems? Does Toronto have too many cars? Does it have too many parking spaces in the city center? Where does traffic move slowly? Are parking costs low? What about your town? How many people did the Planning Department interview?

9. Text 1. Focus attention on the picture of David Chang. Have students cover the text. Ask prelistening question: Where does David Chang live? Play the recording or read aloud. Check answers.

10. Selective repetition of Text 1.

11. Practice:

T: he

C: He's been able to drive for a long time.

Continue: they/I/she/we/David Chang

12. Silent reading of Text 1.

13. Questions and Answers.

What's his name? Is he over 60? Ask How old? Did he learn to drive? Ask When? Can he still drive? How long has he been able to drive? Does he always come into town by bus? Ask How?

14. Text 2. Follow the same procedure as for Text 1. Ask prelistening question: Why doesn't Layla Patel have a car? Check answers.

15. Practice:

T: he

C: How long has he been able to drive?

Continue: they/I/she/we/David Chang/Layla Patel

16. Questions and Answers.

How old is Layla Patel? Has she been able to drive for ten years? Ask How long? Does she drive to work? Ask Why not? Does she live in Toronto? Ask Where? How does she come into town?

17. Text 3. Follow the same procedure as for Text 1. Ask prelistening question: Where does Douglas MacKenzie live? Check answers.

18. Practice:

T: he

C: He hasn't been able to pass the test

Continue: they/I/she/we/Douglas

19. Questions and Answers.

Is Douglas a teenager? Ask How old? Has he had any driving lessons? Ask How many? What hasn't he been able to do? Does he take the bus to work? Ask How?

20. Text 4. Follow the same procedure as for Text 1. Ask prelistening question: Do they come downtown by car? Check answers.

21. Practice:

T: They can't drive.

C: No, they've never been able to drive.

Continue: swim/speak Japanese/write/read/understand

22. Questions and Answers.

How old are Mr. and Mrs. Hawkins? Can he drive? Can she drive? Has he/she ever been able to drive? Why not?

23. Students complete the survey.

24. Listening. Explain the task. Play the recording once. Students compare answers in pairs. Play the recording again. Go over the answers with the class.

25. Write on the board and have students copy:

She's been able to drive for ten years.

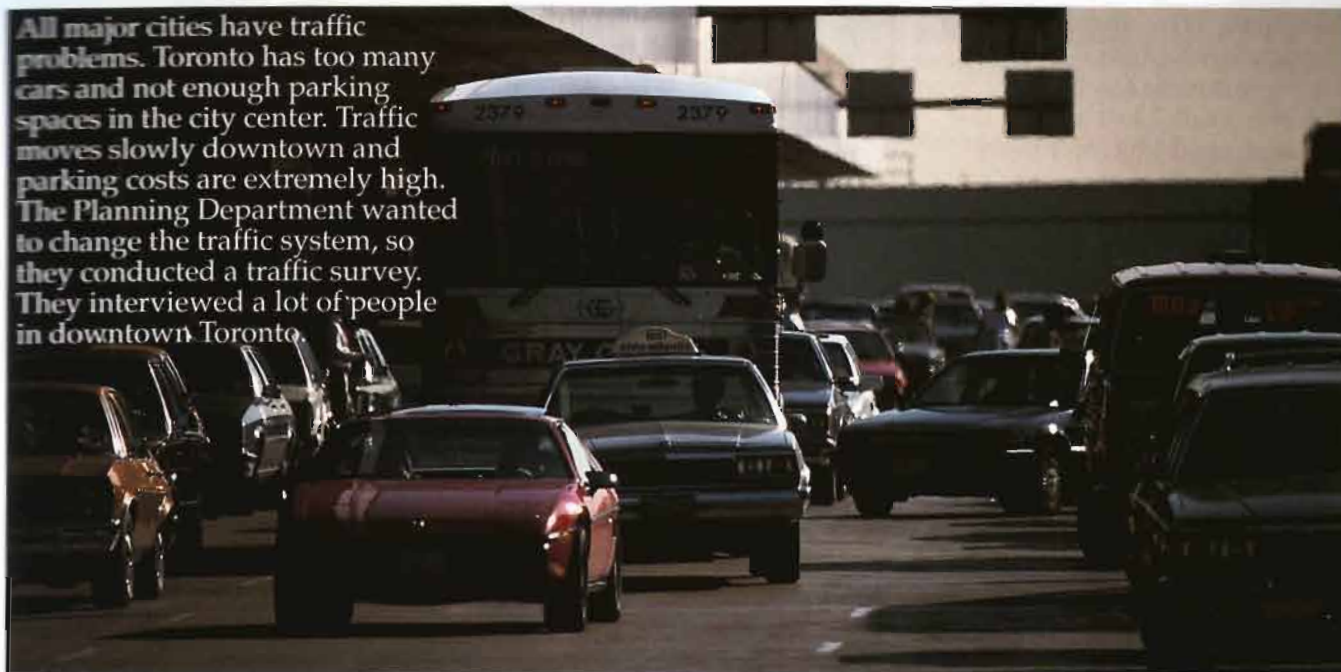
He hasn't been able to pass his test.

Has she been able to drive for 20 years? Yes, she has/No, she hasn't.

How long have you been able to drive?

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

All major cities have traffic problems. Toronto has too many cars and not enough parking spaces in the city center. Traffic moves slowly downtown and parking costs are extremely high. The Planning Department wanted to change the traffic system, so they conducted a traffic survey. They interviewed a lot of people in downtown Toronto.



1 David Chang is fifty-eight. He learned to drive when he was eighteen. He's been able to drive for forty years. He lives about twenty miles away. He always comes downtown by car.



3 Douglas MacKenzie is twenty. He's had a lot of driving lessons. He's taken the driving test three times, but he hasn't been able to pass the test yet. He lives near the city center, and works in a mall downtown. He usually walks to work.



2 Layla Patel is twenty-five. She's been able to drive for six years, but she doesn't have a car. She hasn't been able to save enough money. She lives about thirty-five miles away. She always comes into town by train.



4 Mr. and Mrs. Hawkins are both over sixty-five. They've never been able to drive. They've never learned. They don't live far from downtown, and they occasionally come downtown by streetcar.

Complete the survey for Layla Patel (2), Douglas MacKenzie (3), and Mr. and Mrs. Hawkins (4).

Listening

Listen to the next two interviews and complete the survey for (5) and (6).

TRAFFIC AND PUBLIC TRANSIT SURVEY: METROPOLITAN TORONTO

	WHAT'S YOUR NAME?	HOW OLD ARE YOU?	CAN YOU DRIVE?	HOW LONG HAVE YOU BEEN ABLE TO DRIVE?	WHERE DO YOU LIVE?	HOW DO YOU GET DOWNTOWN?
1	David Chang	58	Yes	40 years	20 miles away	by car
2						
3						
4						
5						
6						

Principal: Why do you want to study computer programming?

Robbie: Well, I lost my job last month, and I haven't been able to find another one.

Principal: I see. Do you have any money?

Robbie: Well, some, and my girlfriend will be able to help me.

Principal: Good. The course costs \$2,500.

Robbie: *Whew!* Will I be able to find a job as a computer programmer?

Principal: Oh, sure! You'll be able to get a good job and make lots of money.... Please sign here.

Mrs. Wood: This is the room. Do you like it?

Lois: It's very nice. Is it quiet? I'm a writer.

Mrs. W: You'll be able to work with no problem. There's almost no noise here.

Lois: Will I be able to use the kitchen?

Mrs. W: Yes, of course.

Lois: Fine. It looks good. (*Crash!*) What's that?

Mrs. W: Oh, that's just our neighbor. He works on old cars. (*Crash!*) He's usually quiet.

Manager: Have a seat, Jim. You work in the mail room, right?

Jim: That's right. I want to transfer to the International Sales Division.

Manager: Why do you want to join the International Division, Jim?

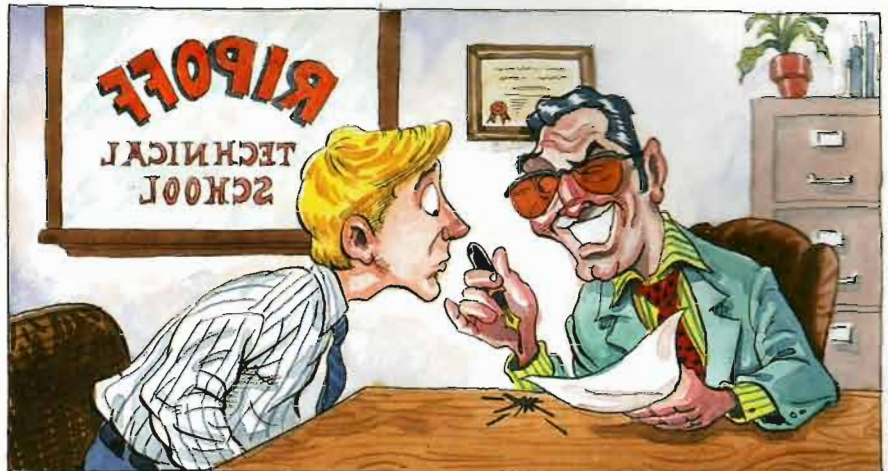
Jim: Well, I don't really. I just want to travel to Latin America.

Manager: How good is your Spanish?

Jim: Spanish? I've never been able to learn Spanish.

Manager: Well, what will you be able to do in the International Sales Division?

Jim: I don't know. But I won't be able to work very hard. I have a bad back.



Look at this:

He'll be able to find a job.
He won't be able to work hard.
Will she be able to write in the room?

Exercise

Complete this conversation using *be able to* *find*.

Applicant: I want to teach English in South America.
... a job in Bogotá?

Interviewer: Did you graduate from college?

Applicant: Oh, yes. I have a master's degree in ESL.

Interviewer: Then ... a job at our Bogotá center.

Applicant: What about living arrangements? ... an apartment?

Interviewer: Well, that's hard. ... (not) ... an apartment right away, but ... one after a few months.

Target structure

(You)	'll will won't	be able (to find it).
-------	----------------------	-----------------------

Expressions

Have a seat. ...right?	right away Whew!	...with no problem
---------------------------	---------------------	--------------------

Vocabulary

apartment	kitchen	cost (n)
applicant	living arrangements	graduate
center	mail room	(from)
college	master's degree	lose, lost
computer	(M.A./M.S.)	make (money)
programming	noise	study
division	owner	teach/taught
ESL (English as a Second Language)	personnel manager	transfer (n)
interviewer	school	train
job	writer	

1. Briefly review the previous lesson.

2. Conversation 1 (Principal and Robbie). Focus attention on the top picture. Have students cover the text. Set up the situation. Ask prelistening question: *How much does the owner cost?* Play the recording or act out Conversation 1. Check answers.

3. Selective repetition of Conversation 1.

4. Practice:

T: I	Continue:
T: Will I be able to find a job?	she
T: she	they
T: Will she be able to find a job?	we
T: I	you
C: Will I be able to find a job?	Robbie

5. Practice:

T: Will I be able to find a good job?
T: Oh, sure. You'll be able to find a good job.
T: Will he be able to make lots of money?
T: Oh, sure. He'll be able to make lots of money.
T: Will I be able to find a good job?
C: Oh, sure. You'll be able to find a good job.

Continue:

Will he be able to make lots of money?
Will they be able to study computer programming?
Will she be able to help him?
Will he be able to pay for the course?
Will I be able to teach you lots of English?

6. Silent reading of Conversation 1.

7. Questions and Answers.

Does Robbie want to study English? Ask What?
Did he lose his job? Ask When?
Has he been able to find another job?
Will his father be able to help him? Ask Who?
Will he be able to find a job?
Will he be able to make a lot of money?

8. Pair Work on Conversation 1.

9. Conversation 2 (Mrs. Wood and Lois). Focus attention on the middle picture. Have students cover the text. Set up the situation. Ask prelistening question: *What does their neighbor do?* Play the recording or act out. Check answers.

10. Selective repetition of Conversation 2.

11. Practice:

T: She'll be able to work with no problem.
T: Will she be able to work with no problem?
T: He'll be able to learn English with no problem.
T: Will he be able to learn English with no problem?
T: She'll be able to work with no problem.
C: Will she be able to work with no problem?
Continue:
He'll be able to learn English with no problem.
They'll be able to buy an apartment with no problem.
She'll be able to pass the test with no problem.
They'll be able to save enough money with no problem.
She'll be able to find a good job with no problem.

12. Silent reading of Conversation 2.

13. Questions and Answers.

What's looking for a room? What does she do?
Is there a lot of noise? Will she be able to use the kitchen?
What does the neighbor do? Is he usually noisy?

14. Pair Work on Conversation 2.

15. Conversation 3 (Manager and Jim). Focus attention on the bottom picture. Have students cover the text. Set up the situation. Ask prelistening question: *Can Jim speak Spanish?* Play the recording or act out. Check answers.

16. Selective repetition of Conversation 3.

17. Practice:

T: you
C: What'll you be able to do?
Continue: he/are/they/she/Jim

18. Practice:

T: I
C: I won't be able to work.
Continue: he/are/they/she/Jim

19. Silent reading of Conversation 3.

20. Questions and Answers.

What's his name?
Does he really want to join the International Sales Division?
Does he want to go to Europe? Ask Where?
Has he been able to learn Spanish?
Will he be able to work very hard in the International Division?
Ask Why not?

21. Pair Work on Conversation 3.

22. Write on the board and have students copy:

He'll be able to find a job.
He won't be able to work hard.
Will she be able to use the kitchen? Yes, she will/No she won't.

23. Assign the exercises to be done in class or at home.

24. Students role play one of the situations in the conversations or the exercise.

See **Suggestions for further activities** on page 94.

Expressions

Good.
Good morning.

Next!
There you go.

Will that be all right?

Vocabulary

bank	price	date (v)
cash (n)	sales tax	expect
check (n)	stamp	include
coin	store	sign (v)
credit card	student	take (a credit card)
currency	transfer	
driver's license	traveler's check	fives (five-dollar bills)
ID card		quarter
identification	add	tens
passport	cash (v)	twenties

1. Briefly review the previous lesson.

2. Conversation A-B. Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out.

3. Selective repetition of Conversation A-B.

4. Practice:

T: cash this check
T: I'd like to cash this check, please.
T: open an account
T: I'd like to open an account, please.
T: cash this check
C: I'd like to cash this check, please.

Continue:

open an account
take out some money
change some money
apply for a credit card
borrow some money

5. Practice:

T: you
T: You haven't signed it yet.
T: you
C: You haven't signed it yet.

Continue:

he
they
I
she
(John)

6. Play the recording or read again. Students listen and follow the text.

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, and 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. (Note: Show students how to write a check in English.)

11. Conversation C-D. Follow the same procedure as for Conversation A-B, but include this practice exercise.

12. Practice:

T: I
T: I don't have enough cash on me.
T: I
C: I don't have enough cash on me.

Continue: he/they/she/you/we/(Maria)

13. Conversation E-F. Follow the same procedure as for Conversation A-B, but include these practice exercises.

14. Practice:

T: I/Tokyo
T: I'm expecting a transfer from my bank in Tokyo.
T: She/Quebec
T: She's expecting a transfer from her bank in Quebec.
T: I/Tokyo
C: I'm expecting a transfer from my bank in Tokyo.

Continue:

she/Quebec
they/Rio de Janeiro
we/Mexico City
they/Santo Domingo
I/Athens

15. Practice:

T: Do you have your driver's license with you? (passport)
T: No, but I have my passport. Will that be all right?
T: Do you have your driver's license with you? (student ID card)
T: No, but I have my student ID card. Will that be all right?
T: Do you have your driver's license with you? (passport)
S: No, but I have my passport. Will that be all right?

Continue:

Do you have your driver's license with you? (student ID card)
Do you have your driver's license with you? (American Express card)
Do you have your driver's license with you? (social security card)
Do you have your driver's license with you? (bank card)

16. Application.

Have you got a check book/credit card? Ask him/her.
Have you ever cashed a check here/in another city/in another country? Ask him/her. What happened?
What time do banks open here? What time do they close?
What about in your country? etc.

17. Focus attention on the questionnaire. Read through it with the students, checking vocabulary and pronunciation.

18. Students work in pairs to complete the questionnaire, then compare answers in groups.

Suggestions for further activities

1. Scrambled words. Write on the board these scrambled spellings of words connected with money: neoym (money), nkba (bank), llbi (bill), ahsc (cash), ldlora (dollar), cerryenu (currency), kehc (check), eegch:na (exchange), redcit (credit). Students work in pairs to unscramble them.

2. Group role play. Each student thinks of a request to ask a bank teller. Choose one student to role play the bank teller. The others role play a line of customers. Each customer should have a different request to the one in front and the teller should give a suitable reply. Students should count aloud any cash they receive. The teller can make deliberate mistakes, which the customer should call to his/her attention. Change the roles around, or, with large classes, organize in groups.

- A: Next! Good morning.
 B: Good morning. I'd like to cash this check, please.
 A: OK, \$200. Oh! You haven't signed it.
 B: Really? Oh, I'm sorry. There you go.
 A: How would you like the money?
 B: Twenties, please. Oh, and could I have twenty dollars in smaller bills?
 A: Sure. 20, 40, 60, 80, 100, 120, 140, 160, 180, 190, 195, 6, 7, 8, 9, 200.

- C: I'd like to get this, but I don't have enough cash on me. Do you take traveler's checks?
 D: Yes, of course.
 C: Good. Here you are.
 D: Thank you. I'll need some identification too.
 C: Sure. Is my driver's license all right?
 D: Yes, that's fine. Just sign and date it. I have a stamp with the store's name.

- E: Hello. Can I help you?
 F: Thank you. My name is Toshiko Akiyama. I'm expecting a transfer from my bank in Tokyo.
 E: Let me see. Here it is. Akiyama, \$2,000 from the Fuji Bank in Tokyo. Do you have your driver's license with you?
 F: No, but I have my passport.
 E: Will that be all right?
 F: Yes, of course.

\$200 (9 x \$20/
 1 x \$10/
 1 x \$5/
 5 x \$1)
 \$100 (4 x \$20/
 2 x \$10)
 \$50 (5 x \$10)
 \$200 (5 x \$20/
 20 x \$5)
 \$500 (9 x \$50/
 5 x \$10)

traveler's checks
 driver's license

American Express
 student ID card

Visa
 passport

Toshiko Akiyama/
 \$2,000/Fuji Bank/
 Tokyo

Jung Lee/
 \$3,000/The Bank
 of Korea/Seoul

Monique Lanois/
 \$1,000/Banque de
 Montreal/Quebec

Juan Enrique
 Botero/
 \$4,000/Banco de
 Bogotá/Bogotá



Questionnaire

Ask another student these questions.

- What's the exchange rate between your currency and the U.S. dollar?
- American bills are all the same size and the same color. What about your country's currency?
- Is it better for bills to be different colors and sizes? Why?/Why not?
- In the U.S.A. and Canada, most stores accept traveler's checks. What about your country?

- The largest U.S. coin is the dollar. The smallest bill is one dollar. What about your country's currency?
- In some parts of the U.S.A. and Canada, stores will add sales tax to the prices (e.g., Florida sales tax is 6%). Are there sales taxes in your country? Does the price in the store include sales tax, or does the store add the tax to the price?



Mr. Harris: I'd like to make a reservation for the excursion to Egypt leaving July 16.

Travel Agent: The one at the Cleopatra Hotel?

Mr. Harris: That's it. How far is it from the hotel to the beach?

Travel Agent: About a two-minute walk.

Mr. Harris: Good. How hot is it in Egypt in July?

Travel Agent: About 32° Centigrade. That's 90° Fahrenheit.

Guide: And that is the Great Pyramid.

Mr. Harris: Oh, yes. It looks very high!

Guide: It's about 137 meters high.

Mr. Harris: How long are the sides?

Guide: They're 230 meters long.

Mr. Harris: Wow! How old is it?

Guide: It's almost four-and-a-half thousand years old.

Sailor: We're going through the Suez Canal now.

Mr. Harris: It doesn't look very wide. How wide is it?

Sailor: About 60 meters wide and 160 kilometers long.

Mr. Harris: Really? This is a big ship. How deep is the canal?

Sailor: The average depth is about 10 meters.

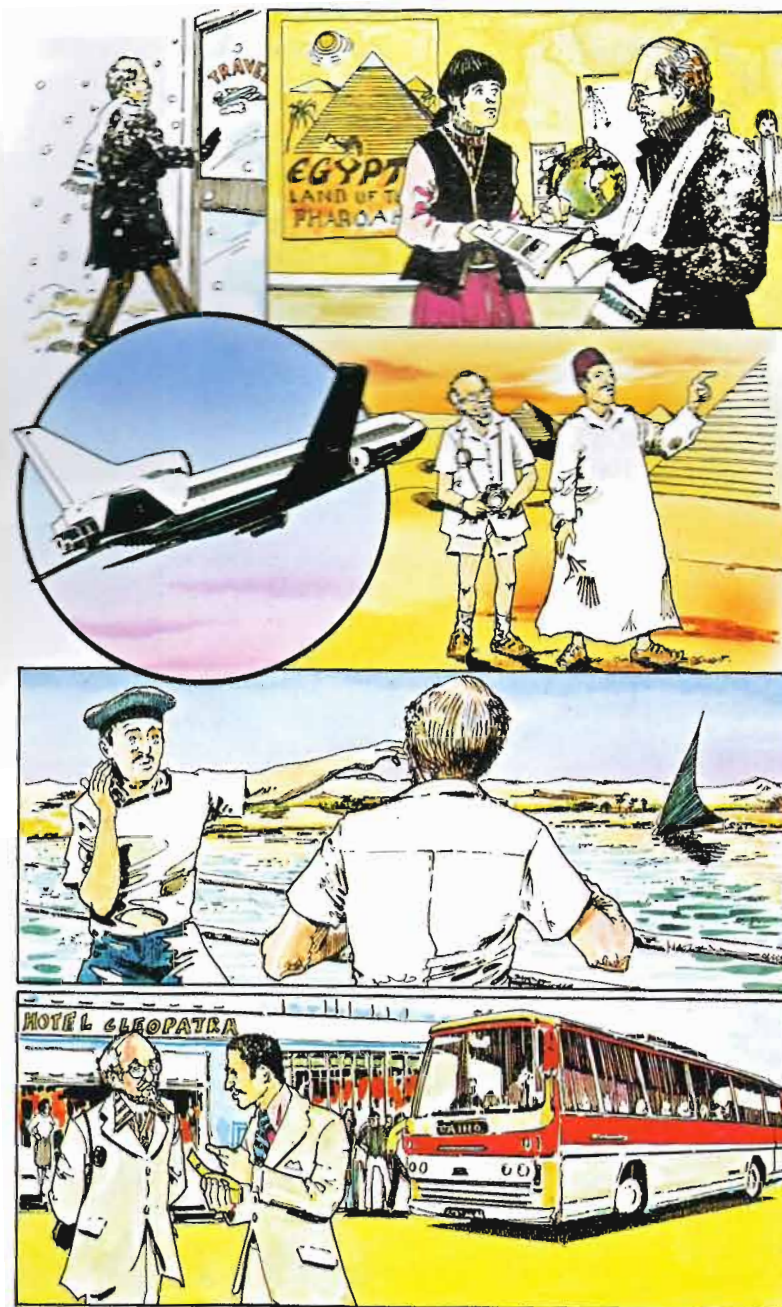
Guide: Hello, Mr. Harris. Are you coming on the bus trip to Cairo tomorrow?

Mr. Harris: Yes. How far is it?

Guide: It's about 150 kilometers.

Mr. Harris: How long will it take to get there?

Guide: About three hours.



Exercise 1



Look at the map and the chart.
How far is it from Miami to Key West?
It's 160 miles.

Write seven sentences like this.

Exercise 2

Maria
height: 1 m. 62 cm./5 ft. 3 in.
age: 30

João
height: 1 m. 85 cm./6 ft. 1 in.
age: 27

How old is Maria?
She's thirty.

How tall is she?
She's one meter, sixty-two centimeters.
She's five three.

Write two questions about João.

FLORIDA	MIAMI	KEY WEST	PALM BEACH	ORLANDO	TAMPA	DAYTONA BEACH	TALLAHASSEE
MIAMI		160	74	232	261	258	480
KEY WEST	160		223	390	399	415	637
PALM BEACH	74	223		170	203	197	427
ORLANDO	232	390	170		84	54	260
TAMPA	261	399	203	84		153	245
DAYTONA BEACH	258	415	197	54	153		239
TALLAHASSEE	480	637	427	260	245	239	

Target structure

How far/hot/high/long/old/wide/deep/tall is (it)?

Expressions

Wow!

Vocabulary

age	sailor	almost
beach	side	average
canal	travel agent	big
centimeter (cm)	trip	
excursion	walk (n)	Centigrade (°C)
guide		Fahrenheit (°F)
height	make (a reservation)	get (there)
kilometer		thousand
pyramid		

Note: The metric system is not in common use in the U.S.
One foot is about 0.3 meter.

1. Briefly review the previous lesson.

2. Conversation 1 (Travel Agent). Focus attention on the first picture. Have students cover the text. Set up the situation. Play the recording or act out.

3. Selective repetition of Conversation 1.

4. Practice:

T: reservation
T: I'd like to make a reservation.
T: collect call
T: I'd like to make a collect call.
T: reservation
C: I'd like to make a reservation.

Continue:

collect call
trip to Egypt
deposit
call
reservation

5. Practice:

T: the hotel/the beach
T: How far is it from the hotel to the beach?
T: his house/the school
T: How far is it from his house to the school?
T: the hotel/the beach
C: How far is it from the hotel to the beach?

Continue:

his house/the school
her office/the restaurant
New York/Chicago
here/the bank
the airport/the hotel

6. Practice:

T: You can walk there in two minutes.
T: Oh, so it's a two-minute walk.
T: The flight will take three hours.
T: Oh, so it's a three-hour flight.
T: You can walk there in two minutes.
C: Oh, so it's a two-minute walk.
Continue:
The flight will take three hours.
You can drive there in five hours.
The lesson will take twenty-five minutes.
You can climb that mountain in six hours.
The trip will take four days.
The excursion will take two weeks.

7. Practice:

T: Egypt/July
T: How hot is it in Egypt in July?
T: Tokyo/August
T: How hot is it in Tokyo in August?
T: Egypt/July
C: How hot is it in Egypt in July?

Continue:

Tokyo/August
Florida/February
Mexico City/May
Rio de Janeiro/March
Dallas/July
Hawaii/June

8. Silent reading of Conversation 1.

9. Questions and Answers.

Does Mr. Harris want to go to France? Ask Where? Ask When?
Will he stay in a hotel? Ask Which hotel?
Is it a long way from the hotel to the beach? Ask How far?
Is it hot in Egypt in July? Ask How hot?

10. Pair Work on Conversation 1.

11. Application. Have students ask each other questions:

How far is it from the school to downtown?
How hot is it in (your country) in (July)? etc.

12. Conversation 2 (Guide). Follow the same procedure as for Conversation 1. Include these practice exercises.

13. Practice:

T: It looks very high!
T: Yes, how high is it?
T: It looks very old!
T: Yes, how old is it?
T: It looks very high!
C: Yes, how high is it?

Continue:

It looks very old!
It looks very wide!
It looks very long!
It looks very deep!
It looks very far!

14. Practice:

T: How high is it? (137 meters)
T: It's 137 meters high.
T: How old is it? (4,500 years)
T: It's 4,500 years old.
T: How high is it? (137 meters)
C: It's 137 meters high.

Continue:

How old is it? (4,500 years)
How wide is it? (10 meters)
How deep is it? (30 meters)
How long is it? (1,000 meters)

15. Questions and Answers.

Is Mr. Harris looking at anything? Ask What?
Does it look high? Ask How high? Are the sides long? Ask How long? Is it very old? Ask How old?

16. Conversation 3 (Sailor). Follow the same procedure as for Conversation 1. Include this practice exercise.

17. Practice:

T: It's very wide.
C: It doesn't look very wide!
Continue: It's very long/high/fast/big/small

18. Questions and Answers.

Where are they going? Where is the Suez Canal? Does it look very wide? Ask How wide? What's the average depth of the canal? Has anybody here been through the Suez Canal/another canal?

19. Conversation 4 (Guide). Follow the same procedure as for Conversation 1. Include this practice exercise.

20. Practice:

T: Cairo
T: How long will it take to get to Cairo?
T: Chicago
T: How long will it take to get to Chicago?
T: Cairo
C: How long will it take to get to Cairo?

Continue

Chicago
Rio de Janeiro
Mexico City
Tokyo
Atlanta
Seoul

21. Questions and Answers.

Is there a bus trip tomorrow? Ask Where...to?
Is Cairo near or far? Ask How far?
Will it take a long to get there? Ask How long?
Have you ever been to Cairo? Ask him. Ask When? etc.

22. Focus attention on the exercises. Go through them orally. Assign them for written work in class or for homework.

See **Suggestions for further activities** on page 94.

Target structures

Comparison of adverbs:

slowly — more slowly — slower
 quickly — more quickly — quicker
 carefully — more carefully
 carelessly — more carelessly
 well — better
 badly — worse
 hard — harder
 fast — faster

Expressions

these days

Vocabulary

accident	behave
championship	dislike
crowd	flash
ground	get (angry)
horn	notice (v)
racket	pass
umpire	shout (v)
	sound (v)

suddenly

1. Briefly review the previous lesson.**2.** Text 1. Focus attention on the picture. Have students cover the text. Ask prelistening questions: *What can you see in the picture? What's happening? Why?* Play the recording. Check answers.**3.** Selective repetition of Text 1.**4.** Silent reading of Text 1.**5.** Questions and Answers.

What happened ten years ago?
Was Ford driving slowly or was he driving quickly?
Was he driving carelessly or was he driving carefully?
What did his wife say to him?
How many accidents has he had since then?
How does he drive these days? Why do other drivers get angry?
What happens when they have to stop suddenly?
Does he drive on the left or does he drive on the right?
Can the other drivers pass him? What do they do?
Do they want him to go more slowly or more quickly?
Does he notice them? Does he see the accidents?
Does he read about the accidents? Ask Where?
What does he say to his wife?

6. Practice:

T: He...slowly...them.
 T: He drives more slowly than them.
 T: They...quickly...him.
 T: They drive more quickly than him.
 T: He...slowly...them.
 C: He drives more slowly than them.

Continue:

They...quickly...him.
 He...carefully...them.
 They...carelessly...him.
 He...slowly...me.
 I...quickly...him.

7. Point out that we can say either *more slowly* or *slower*, *more quickly* or *quicker*, but that the forms ending in *-er* are informal.**8.** Invention Exercise.T: *young drivers/old drivers.*S1: *Young drivers drive more quickly than old drivers.*S2: *Old drivers drive more carefully than young drivers, etc.*

Continue:

women drivers/men drivers
(Japanese) drivers/(American) drivers
taxi drivers/truck drivers
bus drivers/car drivers

9. Application. Discuss the answers to step 8.**10.** Text 2. Focus attention on the picture. Have students cover the text. Ask prelistening questions: *What can you see in the picture? What's happening? Why?* Play the recording. Check answers.**11.** Selective repetition of Text 2.**12.** Silent reading of Text 2.**13.** Questions and Answers.

Who is Natasha Terranova? Is she a good player? How good?
Why is she very good? Why do many people dislike her?
Does she get angry? Ask How angry? Ask How often?
What happened last year? Did she win?
Did she play well or did she play badly?
What about this year? Did she win?
Did she play better or did she play worse?
Did she behave better or did she behave worse?
What did she throw at the umpire?
Will she be able to play next year?

14. Practice:

T: *Last year she hit the ball hard.*
 T: *This year she hit the ball harder.*
 T: *Last year she played well.*
 T: *This year she played better.*
 T: *Last year she hit the ball hard.*
 C: *This year she hit the ball harder.*

Continue:

Last year she played well.
Last year she hit the ball fast.
Last year she behaved badly.
Last year she ran fast.

15. Application.T: *(Bruce Springsteen)'s a good singer.*S: *Yes, he sings better than me!*

Continue, using the names of currently popular figures, e.g., a dancer, a football player, a runner, a racing driver, etc.

16. Assign the questions in the Student Book for homework.**17.** Application. Get students to compare their abilities, for example:*Maria plays tennis better than Pedro.**I drive more slowly than Michael.**Yoshi works harder than Angela.**You can run faster than me, etc.***18.** Focus attention on **Look at this** in the Student Book. Have students write sentences using the adverbs.See **Suggestions for further activities** on page 94.



Ten years ago, Ford Studebaker had an accident in his car. He was driving quickly and carelessly. After the accident his wife said, "Ford, you're an old man now. You have to drive more slowly, and more carefully." Ford has not had an accident since then. He always drives slowly—very slowly.

But the drivers behind him often get angry. They sometimes have

to stop suddenly, and then other cars crash into them. Ford always drives in the middle of the road, and other drivers can't pass him. They sound their horns and flash their lights, because they want Ford to go more quickly. But Ford never notices them, and he never sees the accidents behind him. When he reads about the accidents in the newspaper, he says to his

wife, "People drive more carelessly these days. Everybody's in a hurry. I don't understand it!"

Questions

1. Why did Ford have an accident?
2. How does he drive these days?
3. Why do other drivers get angry?
4. What do they want him to do?
5. What does Ford think about drivers these days?



Natasha Terranova is a tennis star. She's one of the best players in the world. She hits the ball hard and fast—harder and faster than any other player. But many people dislike her because she often behaves badly. She sometimes gets very angry. Last year she shouted at the crowd,

and broke her racket on the ground during the final of the Texas Championship. She didn't play well and lost. This year she played better and won the final. Unfortunately, she got very angry and behaved worse than last year. She threw her racket at the umpire! She will never be

able to play in the Texas Championship again.

Questions

1. How does Natasha hit the ball?
2. Why do some people dislike her?
3. How did she play in last year's final?
4. How did she play in this year's final?
5. How did she behave in this year's final?

Look at this:

slowly...more slowly/slower
quickly...more quickly/quicker

well...better
badly...worse

carefully...more carefully
carelessly...more carelessly

fast...faster
hard...harder

Al Bellini works for an import-export company in Los Angeles. One morning last summer, Al called his office at nine o'clock. His boss, Ralph Vasquez, answered the phone.

Ralph: Hello. Ralph Vasquez.

Al: Hello, Ralph. This is Al Bellini.

Ralph: Oh, hi, Al. What's up?

Al: I don't think I can come to work today, Ralph.

Ralph: Oh? What's the problem?

Al: I've got a very bad sore throat.

Ralph: Yes, you sound sick.

Al: Yes. I'll stay in bed today, but I'll be able to come tomorrow.

Ralph: That's all right, Al. Stay in bed until you feel well enough to come to work.

Al: Thank you, Ralph. Good-bye.

Ralph: Bye, Al.



Ralph liked Al a lot. At 12:30 he got into his car, drove to a store, and bought some fruit for him. He went to Al's apartment and rang the doorbell. Al's wife, Stella, answered the door.

Stella: Oh, Ralph! Hello! Come in. How are you?

Ralph: Fine, thanks, Stella. I've come to see Al. How is he?

Stella: He doesn't look very well. I wanted him to see the doctor.

Ralph: I'll go in and see him. Hi, Al!

Al: Oh! Hi. Hi, Ralph—uh—uh—have a seat.

Ralph: I've brought some fruit for you, Al.

Al: Thanks a lot, Ralph.

Ralph: Well, I was in the neighborhood anyway. How's your throat?

Al: It seems a little better. I'll be OK tomorrow.

Ralph: Good, good. Take care. Good-bye, Al.

Al: Bye, Ralph. Thanks for coming by.



At three o'clock, Ralph locked his office door and turned on his portable TV. He wanted to watch an important baseball game. It was the Atlanta Braves versus the Los Angeles Dodgers. Both teams were playing well, but neither team could score. The crowd was cheering and booing. It was very exciting.

Then at 3:20, Sam Zapata of the Dodgers hit a home run. Ralph jumped out of his chair. He was very excited. He was smiling happily when suddenly the cameraman focused on the crowd. Ralph's smile disappeared, and he looked very upset. Al Bellini's face, in close-up, was there on the screen. He didn't look sick, and he didn't sound sick. He was smiling happily and cheering wildly.



Target structures

Review and reinforcement

Expressions

Fine, thanks.	Oh, hi!
Good-bye/Bye.	Take care.
Hi!	Thanks for coming by.
How are you?	What's the problem?
	What's up?

Vocabulary

baseball	answer (the phone/door)	neither
cameraman	boo (v)	not well
close-up	bring, brought	upset
crowd	cheer (v)	
doctor	disappear	a little (better)
export (n)	focus (v)	
face	lock (v)	anyway
game	pass (near here)	happily
home run	ring, rang (the doorbell)	wildly
import (n)	score	
portable TV		until
screen	excited	versus (vs.)
summer	exciting	
	important	

1. Briefly review the previous lesson.

2. Part 1 (Introduction). Have students cover the text. Play the recording or read aloud the introduction to the first conversation. Pause to ask these questions after each sentence, in order to set up the situation:

- (a) What's the man's name?
Is he a student or does he work?
What kind of company does he work for?
- (b) Did he call his office?
Ask When? Ask What time?
- (c) Did anybody answer the phone?
Ask Who? What's his boss's name?

3. Part 2 (Al and Ralph). Ask prelistening question: *Why did Al call Ralph?* Play or read the first conversation. Check answers.

4. Selective repetition of Part 2.

5. Silent reading of Part 2.

6. Questions and Answers.

- Who's calling? Who is he calling?
Can Al come to work today? Ask Why not?
What's wrong with him?
Does he sound sick on the phone?
Have you ever had a sore throat? Ask him/her.
Will Al get up, or will he stay in bed?
When will he be able to come to work?
Is his boss upset?

7. Part 3 (second introduction). Have students cover the text. Play the recording or read aloud the introduction to the second conversation. Pause to ask these questions after each sentence:

- (a) Did Ralph like Al?
Did Ralph leave the office? Ask What time?
Did he walk to a store or did he drive?
Did he buy flowers or did he buy fruit?
Was the fruit for his wife? Ask Who ... for?
- (c) Does Al live in a house or an apartment?
Ralph went there, didn't he?
Did he knock on the door or did he ring the bell?
Did Al answer the door? Ask Who?

8. Part 4 (Stella and Ralph). Ask prelistening question: *Is Al better?* Play or read the second conversation. Check answers.

9. Selective repetition of Part 4.

10. Silent reading of Part 4.

11. Questions and Answers.

- Has Ralph come to see Stella, or has he come to see Al?
How does Al look?
What did Stella want him to do?
Has Ralph brought anything for Al? Ask What?

12. Part 5 (up to: ...very exciting.). Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *Why did Ralph lock his office door?* Play the recording or read aloud. Check answers.

13. Selective repetition of Part 5.

14. Silent reading of Part 5.

15. Retelling (Correct my statement.).

- At 6 o'clock...
in the morning...
Stella Bellini...
unlocked his office door...
and turned off his portable radio...
He wanted to listen to a symphony concert...
It was the New York Yankees versus....
Both teams are playing badly...
Both teams could score...
The crowd was singing and dancing....
It was very boring...

16. Part 6 (to the end). Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *Who did Al see on the screen?* Play the recording or read aloud. Check answers.

17. Selective repetition of Part 6.

18. Silent reading of Part 6.

19. Questions and Answers.

- What happened at 3:20?
What did Ralph do? Ask Why?
What was he doing when the cameraman focused on the crowd?
What happened to his smile? How did he look?
What could he see on the screen?
How did Al look and sound?
What was he doing?

20. Free Retelling using only the pictures. (For the conversation, use *What did he say next?* in order to elicit direct speech.)

21. Role play. Student A is Ralph. Student B is Al. Role play the conversation they have when they next meet.

See **Suggestions for further activities** on page 94.

Target structures**Tag questions (1)**

Note: In this lesson, tag questions are used to check information where the speaker feels reasonably sure that her/his statement is correct and expects the listener to agree with her/him. Both the statement and the tag have falling intonation.

Expressions

Have a seat. How do you do? Yes, of course.

Vocabulary

accounting clerk	company	apply
application form	employment	
bachelor's degree (B.A./B.S.)	family name	bilingual
business administration	first name	excellent
college	full name	previous
	sales representative	secretarial

1. Briefly review the previous lesson.

2. Focus attention on the left-hand application form for BMI. Have students cover the text. Ask them to study it silently.

3. Questions and Answers.

What's the name of the company? What is the applicant's name?

What job is she applying for? Where does she live?

Did she go to high school? Ask Where?

Did she go to college? Ask Where?

Can she speak French? Can she speak Spanish? Can she speak Arabic?

How many years has she worked in sales?

4. Have students cover the text of the first conversation (Paula Chandler and Art Miranda). Allow them to look at the application form. Set up the situation. Play the recording or read the conversation.

5. Selective repetition of the first conversation. Pay particular attention to the intonation of the tag question.

6. Repetition.

It's Paula Chandler, isn't it?

You're from Massachusetts, aren't you?

You got a bachelor's degree, didn't you?

You can speak Spanish, can't you?

You've worked in international sales, haven't you?

7. Practice:

T: *It's Paula Chandler.*

T: *It's Paula Chandler, isn't it?*

T: *You're from Massachusetts.*

T: *You're from Massachusetts, aren't you?*

T: *It's Paula Chandler.*

C: *It's Paula Chandler, isn't it?*

Continue:

You're from Massachusetts.

You got a bachelor's degree.

You can speak Spanish.

You've worked in international sales.

8. Repetition.

You aren't from Connecticut, are you?

You didn't get a master's degree, did you?

You can't speak Portuguese, can you?

You haven't worked in Brazil, have you?

9. Practice:

T: *You aren't from Connecticut.*

T: *You aren't from Connecticut, are you?*

T: *You didn't get a master's degree.*

T: *You didn't get a master's degree, did you?*

T: *You aren't from Connecticut.*

C: *You aren't from Connecticut, are you?*

Continue:

You didn't get a master's degree./You can't speak Portuguese./You haven't worked in Brazil.

10. Silent reading of the first conversation.

11. Play the recording or read again.

12. Application. Ask students true questions about themselves to elicit short affirmative answers, for example:

You're (Brazilian), aren't you? (Yes, I am.)

He's (French), isn't he? (Yes, he is.)

Your name's (Juan), isn't it? (Yes, it is), etc.

You can speak (Korean), can't you? (Yes, I can.)

She can (drive), can't she? (Yes, she can), etc.

You started school (five weeks ago), didn't you? (Yes, I did), etc.

You have a (car), don't you? (Yes, I do.)

You've been to (Tokyo), haven't you? (Yes, I have.)

13. Application. Follow the same procedure as in step 12 to elicit short negative responses:

You aren't (French), are you? (No, I'm not), etc.

You can't speak (Chinese), can you? (No, I can't), etc.

You didn't (come to school by train), did you? (No, I didn't), etc.

You haven't been to (Japan), have you? (No, I haven't), etc.

14. Application. Have students check information about you (a) in the affirmative, (b) in the negative. Give cues where necessary.

15. Questions and Answers. Tell students to look at Paula Chandler's application form.

She's applying for a job, isn't she?

She isn't from Connecticut, is she?

She got a bachelor's degree in business administration, didn't she?

She didn't get a master's degree, did she?

She's worked in international sales, hasn't she?

She hasn't worked in Brazil, has she?

She's worked in Central America, hasn't she?

She can't speak Portuguese, can she?

She can't speak French, can she?

She can speak Spanish, can't she?

16. Retelling with cues (transformed into the 3rd person).

Practice:

T: *applying for a job*

T: *She's applying for a job, isn't she?*

T: *from Connecticut*

T: *She isn't from Connecticut, is she?*

T: *applying for a job*

C: *She's applying for a job, isn't she?*

Continue:

from Connecticut

bachelor's degree

master's degree

international sales

Brazil

Central America

French

17. Pair Work.

18. Focus attention on the right-hand application form. Have students cover the text and study the application form silently. Ask questions as in step 3. Play the recording or read the second conversation aloud. On the recording the tag questions are not recorded. If T reads aloud, they should not be supplied by T. Ask the students to add the tag questions in class or for homework. (Other tag questions appear in subsequent units, e.g., *was/does*.)

See **Suggestions for further activities** on page 94.

BMI
Import-Export Corp. Darien, Connecticut 06820

EMPLOYMENT APPLICATION FORM

Job Export sales representative

Social security no. 423-50-2151

Last name Chandler Middle initial D.

First name Paula

Address 32 Paul Revere Avenue
Lowell, MA 01854

EDUCATION

High School R.W. Emerson High, Lowell, MA

College Suffolk University, Boston, MA
(BA degree in Business Administration)

WORK EXPERIENCE

Computech, Stanford, Connecticut - 4 years
(Sales representative for Mexico & Central America)

LANGUAGES

Spanish

BARNUM COMPUTER GAMES
3024 Arctic Street, Bridgeport, Connecticut 06608

Application for Employment

Job reference: 32/671 BILINGUAL SECRETARY

Social security no.: 036-45-9271

Full name: PAUL ALAN LANIER

Address: 59 CROSBY AVENUE
FAIRFIELD, CT 06430

Education:
FAIRFIELD HIGH SCHOOL, FAIRFIELD, CT

Previous employment:
STANLEY MANUFACTURING, BRIDGEPORT, CT
1 YEAR — ACCOUNTING CLERK
FAIRFIELD HOSPITAL, FAIRFIELD, CT
8 MONTHS — SECRETARY
NEW ENGLAND AUTO SALES, WESTPORT, CT
1 YEAR — SECRETARY

Languages:
FRENCH — EXCELLENT (MY PARENTS ARE FROM QUEBEC)
SPANISH — GOOD

Art Miranda: How do you do? It's Paula Chandler, isn't it?

Paula Chandler: Yes. How do you do?

Art: Have a seat. I'm Art Miranda, and I have your application form here. I just want to check the information.

Paula: Fine, sure.

Art: You're applying for the position of export sales representative, aren't you?

Paula: Yes, I am.

Art: You aren't from Connecticut, are you?

Paula: No, I'm not. I'm from Massachusetts.

Art: You got a bachelor's degree in business administration at college, didn't you?

Paula: Yes, that's right.

Art: But you didn't get a master's degree, did you?

Paula: No, I didn't.

Art: And you have worked in international sales, haven't you?

Paula: Yes, I have. I've been a sales representative in Mexico and Central America.

Art: But you haven't worked in Brazil, have you?

Paula: No, I haven't, but I'd like to.

Art: You can speak Spanish, can't you?

Paula: Yes, I can.

Art: But you can't speak Portuguese, can you?

Paula: No, I can't. But I'd like to learn Portuguese.

Fill in the blanks.

Interviewer: Come in. Have a seat. It's Paul Lanier, isn't it?

Paul Lanier: Yes, that's right.

Int: Well, I've looked over your application. Can I just check the information?

Paul: Yes, of course.

Int: You're applying for a secretarial job, . . . ?

Paul: Yes, a bilingual secretarial job.

Int: You aren't from Bridgeport, . . . ?

Paul: No, I'm from Fairfield.

Int: And you went to school in Fairfield, . . . ?

Paul: That's correct. Fairfield High.

Int: But you didn't go to college, . . . ?

Paul: No, I didn't.

Int: You can speak French well, . . . ?

Paul: Yes. My parents are French-Canadian.

Int: But you can't speak German, . . . ?

Paul: No. No, I can't. But I can speak Spanish.

Int: You've been a secretary for two years, . . . ?

Paul: Yes.

Int: But you haven't stayed in one job for much time, . . . ?

Paul: No, I haven't. I've worked in some awful places!

Good evening. Our program tonight is about disasters. This year there have been fires, earthquakes, and volcanic eruptions. All our guests tonight have survived disasters.



Hello. I'm Susan Fisher-Diaz. I live in Chicago. I was working in my office on the 28th floor of a skyscraper. I was dictating some letters to my secretary when the fire alarm rang. I rushed out to the elevator, but it wasn't working. The stairs were full of thick smoke. We couldn't go down, so we had to go up to the roof. When we got there some people were waiting calmly. Others were shouting and screaming wildly. A helicopter managed to land on the roof and rescued six of us before the roof collapsed.

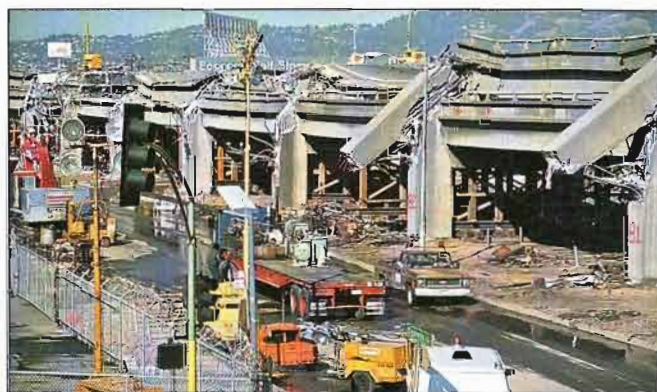
My name's Linda Reed. I was on vacation at the Med Club on Patapita, a small island in the South Pacific. I was taking a nap when the volcano erupted. The noise woke me up. I looked out of the window. Everybody was running toward the harbor. I threw on my robe and ran to the harbor too. I managed to get on a cruise ship. It was leaving when the lava hit town.

Hi. My name's Richard Ching. My wife and I were staying with friends in Santa Librada near Los Angeles. We were having dinner when the earthquake began. Everything shook. All the plates and food fell on the floor. We were picking everything up when the ceiling fell in. Fortunately, we were under the table and survived. We had to wait for hours before help arrived.

Exercise

Complete the blanks using the correct form of the verbs in parentheses ().

I was . . . (work) in the field next to the house when I . . . (see) it. The tornado was . . . (move) toward me very fast. I . . . (manage) to get into the storm shelter next to the house. When I . . . (come) out two hours later, the house . . . (isn't) there. The tornado just . . . (blow) it away! Fortunately, no one . . . (is) hurt.



Target structures

Review and reinforcement:

Past continuous

Past simple

Vocabulary

alarm	skyscraper	rush
disaster	smoke (n)	scream
earthquake	stairs	shake
elevator	storm shelter	shout
eruption	tornado	survive
field	town	throw on
floor	volcano	wake/woke up
harbor	window	
helicopter		full of
island	blow away	volcanic
lava	collapse	
nap (n)	dictate	calmly
plate	erupt	fortunately
program	move	
robe	pick up	close to
roof	rescue	toward

1. Briefly review the previous lesson.

2. Introductory text (in TV balloon). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or read aloud.

3. Selective repetition of the introductory text.

4. Silent reading of the introductory text.

5. Questions and Answers.

Is the program about sports tonight? Ask What...about?

Is the announcer alone in the studio?

Why are they in the studio with him?

6. Text 1 (Susan Fisher-Diaz). Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *How did Susan get out of the skyscraper?* Play the recording or read aloud. Check answers.

7. Selective repetition of Text 1.

8. Questions and Answers.

What's her name? Does she live in New York? Ask Where?

Was she working at home? Ask Where?

Was her office on the first floor? Ask Where?

What was she doing when the fire alarm rang?

She didn't stay in his office, did she? Ask What?

Could she use the elevator? Ask Why not?

Could they go downstairs? Ask Why not?

What did they have to do?

When they got to the roof, were all the people waiting calmly?

What were some people doing? What rescued them?

9. Retelling (Correct my statement.).

T: *She lives in New York.*

S: *No, she doesn't. She lives in Chicago.*

Continue:

She was working at home.

Her office was on the first floor.

She was writing some letters to her friend.

Her alarm clock rang.

She stayed in her office.

The elevator was working.

The stairs were full of school children.

They could go down, etc.

10. Text 2 (Linda Reed). Follow the same procedure as in Text 1. Ask prelistening question: *How did Linda escape from the island?* Check answers.

11. Questions and Answers.

What's her name?

Was she on vacation in the Mediterranean? Ask Where?

Was she staying on a big island or on a small island?

Was she taking a bath when the volcano erupted?

What woke her up?

Did she look through the window? Ask What...see?

Did she put all of her clothes on? Ask What?

She got on a cruise ship, didn't she? Did the lava hit the town?

The ship was leaving, wasn't it? She was lucky, wasn't she?

12. Retelling. Practice short responses to tag questions in the following way:

T: *Her name's Linda Reed, isn't it?*

C: *Yes, it is.*

Continue:

She was on vacation in the South Pacific, wasn't she?

She was staying on a small island, wasn't she?

The volcano erupted, didn't it? etc.

13. Text 3 (Richard Ching). Follow the same procedure as in Text 1. Ask prelistening question: *How did Richard and his wife survive the earthquake?* Check answers.

14. Questions and Answers.

Where were they staying? Ask Who...with?

What were they doing when the earthquake began?

What happened to the plates and food?

What were they doing when the ceiling fell on them?

Where were they?

How long did they have to wait?

15. Retelling (Complete my statement.).

T: *Richard Ching and his wife were staying...*

C: *...with friends in Santa Librada near Los Angeles.*

Continue:

They were having dinner when...

Everything...

All the plates and food...

They were picking them up when...

Fortunately, they were...

They had to...

16. Exercise. Go over the exercise orally. Assign it for written work in class or for homework.

17. Write on the board and have students copy:

She was sleeping when the volcano erupted.

When the volcano erupted, she was sleeping.

See **Suggestions for further activities** on page 84.

Target structures

Review and consolidation: Letter format.

Expressions

(Hiram) sends (his) love very best wishes
 I enclose... What a surprise!
 I hope so with fondest regards
 I'm afraid that...

Vocabulary

aunt	change (v)	dead	still (time)
cousin	die (v)		
diet	hear from/about		
letter	hope (v)		
nephew	plan (v)		
	recognize (v)		

1. Briefly review the previous lesson.**2.** Classroom context. Say:

Did anybody get a letter (this morning)? Ask Who...from?
How often do you get letters? Do you write letters? Ask Who...to?
Do you know anybody in another country? Ask Which country?
Ask Who?

3. Introductory text. Have students cover the text. Ask prelistening question: *When did Minnie move to the United States?* Read the text aloud. Check answers.**4.** Silent reading of the introductory text.**5.** Questions and Answers.

Where does Minnie Bronson live? Was she born there?
Ask Where? Is she married? Ask Who?
Did they go to Australia? Ask Where? Ask When?
She's never been back to England, has she?
She's lived in the United States, hasn't she?
What is she planning? She wrote a letter, didn't she?
Did her brother reply? Ask Who?

6. Letter 1. Have students cover the text. Ask prelistening questions: *When did Oliver's father die? What does Aunt Minnie want to do?* Read the text aloud. Check answers.**7.** Silent reading of Letter 1.**8.** Questions and Answers.

Her letter was a surprise, wasn't it?
They thought she was dead, didn't they?
His father was her brother, wasn't he?
They didn't know her address, did they?
They're still living in the same house, aren't they?
He's never met her, has he? Who often spoke about her?
They're glad about her visit, aren't they?
Things have changed in Thetford, haven't they?
She'll be welcome, won't she?

9. Letter 2. Have students cover the text. Ask prelistening questions: *When will Minnie and Hiram arrive in England? How long will they be able to stay with Oliver?* Read the text aloud. Check answers.**10.** Silent reading of Letter 2.**11.** Reproduction from prompts (paragraph 1).T: *I call/Ollie/can't I?*C: *I can call you Ollie, can't I?*

Continue:

I/sorry/hear/poor Donald.
My husband, Hiram/I/arrive/England/December 12th.
You/able/meet us/airport?
I/so.
Hiram/too tired/drive/long flight.
I/never/able/drive.

12. Reproduction. Complete the statement (paragraph 2):T: *I enclose a...*C: *I enclose a photo of Hiram and me.*

Continue:

so you will be...
We'll be able to stay with you for...
That will be nice...?
We can spend...
Then we'll have to visit...
He wants us to...
We'd like to visit...
You'll be able to...?
We hope to...
Hiram's on a...
He cannot eat...

13. What do you think? Ask students what they think about Aunt Minnie's second letter, for example:

Will Oliver be happy about this letter?
How will he be able to recognize them?
Describe Minnie and Hiram.
Will he go to the airport?
Will he want them to stay for 3 weeks?
Will he want them to stay for Christmas?
Will he be able to take them to all those places?
What will Hiram be able to eat?
What's Oliver going to do?

14. Application (+ Ask me/him/her/each other.).

Do you have relatives or friends living abroad? Do they write to you? How often do you see them?
Do they sometimes visit you? How long do they stay?
Do you sometimes visit them? How long do you stay?

15. Say: *Oliver is going to write a reply to Minnie's letter.*

Get students to make suggestions about Oliver's reply. Write them on the board.

16. Exercise. Assign the exercise for written work in class or for homework.**Suggestions for further activities****1.** Have students write an imaginary letter to someone in the United States. They should thank the person for his/her letter, and invite him/her to come and stay at their home. They should describe the city in which they live, suggest some places to visit, describe the members of their family, and arrange to meet him/her at the airport.**2.** Students give the letter they wrote in activity 1 to another student, who writes an imaginary reply.**3.** Role play. Students role play conversations at the arrival gate at an airport. They have never met each other.

A trip to the old country

Minnie Bronson lives in Sweetwater, Texas. She was born in Thetford, in England. When she was eighteen, she married an American soldier and they moved to the United States. That was forty years ago and she's never been back to England since then. She is planning a trip to England. She wrote a letter to her brother. Her nephew, Oliver, replied.

42 Edgehill Road
Thetford, Norfolk
England
October 10th

Dear Aunt Minnie,
Thank you for your letter. What a surprise! We thought you were dead. I'm afraid that my father (your brother Donald) died ten years ago. We didn't know your address. But we are still living in the same house. Of course you've never met me, but my father often spoke about you. We are very glad you want to come to England. Things have changed in Thetford since you were a girl. Will you be able to come and see us? You will be very welcome.

Very best wishes,
Your nephew,
Oliver

1342 Lone Star Drive
Sweetwater, Texas 77478
U.S.A.
October 17

Dear Ollie,
I can call you Ollie, can't I? I was very sorry to hear about poor Donald. My husband, Hiram, and I will arrive in England on December 12. Will you be able to meet us at the airport? I hope so. Hiram will be too tired to drive after a long flight, and I've never been able to drive.

I enclose a photo of Hiram and me, so you will be able to recognize us. We'll be able to stay with you for two or three weeks. That will be nice, won't it? We can spend Christmas together. Then we'll have to visit Hiram's cousin in Ireland. He wants us to stay with him for a month. We'd like to visit a lot of places in Britain—Buckingham Palace, Oxford, Stratford, Scotland, Wales, and Cornwall. You'll be able to drive us, won't you? We hope to hear from you soon.

With fondest regards,
Auntie Minnie
(Hiram sends his love too)

P.S. Hiram is on a special diet. He cannot eat meat, fish, fruit, or vegetables.



Exercise

Write a short letter (about 60 words) from Oliver to Aunt Minnie.

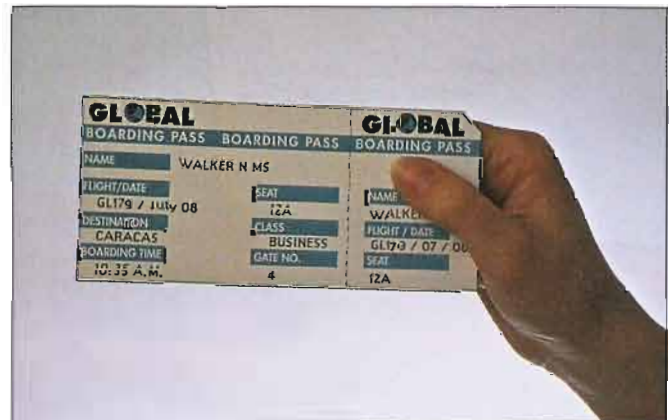
Listening 1

Listen to the airport announcements and complete the chart.

FLIGHT DEPARTURES INFORMATION				
AIRLINE	FLIGHT NO.	TIME	DESTINATION	GATE
Global				
British Airways				
AeroMexico				
Japan Airlines				

- A: Do I check in here for Global Flight 179 to Caracas?
 B: Do you already have your ticket?
 A: Yes, I do.
 B: Thank you. May I see your passport?
 A: There you go.
 B: Can you put your luggage up here, please?
 A: Sure.
 B: Just one case?
 A: Yes, that's all.
 B: Did you pack the case yourself?
 A: Yes, I did.
 B: And you haven't left it anywhere, have you?
 A: No, it's been with me all the time.
 B: Are there any electrical items in the case?
 A: No, there aren't.
 B: OK. That's fine.

Global/Caracas
 British Airways/
 London
 Japan Airlines/
 Tokyo
 AeroMexico/
 Acapulco
 Air Canada/
 Vancouver



- B: Do you have a seating preference?
 A: Yes, I do. I'd like a window seat, please.
 B: Fine. Seat 12A. Here's your ticket and your boarding pass.
 A: Thank you.
 B: The flight leaves from Gate 4 in the South terminal. Please report to the gate by 10:30. Enjoy your flight!

window seat
 aisle seat
 seat with extra leg room

Gate 4/South
 Terminal/10:30
 Gate 36/North
 Terminal/9:45
 Gate 14/East
 Terminal/11:15
 Gate 59/West
 Terminal/11:00

- C: (Buzz!) Excuse me, ma'am. May I see the contents of your pockets?
 A: Of course.
 C: Thank you. Put everything in this container. Now please go back and come through the detector again.
 A: Sure. (Buzz!) Oh, wait! It's my metal comb... Here it is.
 C: That's fine. Put it with your other things. Now come through again.

metal comb
 calculator
 car keys
 house keys



Listening 2

Listen to the in-flight announcement and complete this chart.

FLIGHT NO.	ALTITUDE:	TEMPERATURE:
SPEED:	TIME OF ARRIVAL:	

Target structure

Questions with *may*

Expressions

Excuse me.

Here it is.

That's fine.

Fine.

Ladies and gentlemen

Vocabulary

aisle seat

altitude

announcement

boarding pass

comb (n)

container

contents

departure

detector

flight attendant

gate

key

mph (miles per hour)

pocket

preference

speed

vegetarian meal

window seat

board

check in

choose

come through

enjoy

report (to)

serve

welcome (to)

local

metal (adj)

sunny

already

approximately

immediately

1. Briefly review the previous lesson.

2. Listening 1. Set up the situation. Focus attention on the chart. Check vocabulary. Explain the task. Play announcements 1–4, pausing after each to allow students to complete the chart. Students compare answers in pairs. Play the recording again. Go through, asking questions, e.g., *What time's the Global flight?*

3. Conversation A-B (1). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out.

4. Selective repetition of Conversation A-B (1).

5. Practice:

T: 179/Caracas

T: *Do I check in here for Flight 179 to Caracas?*

T: 179/Caracas

C: *Do I check in here for Flight 179 to Caracas?*

Continue:

1016/Atlanta

50/Bogotá

64/Dallas

208/Tokyo

6. Practice:

T: *passport*

T: *May I see your passport?*

T: *passport*

C: *May I see your passport?*

Continue: *ticket/visa/boarding card/ID card/vaccination certificate.*

7. Focus attention on Conversation A-B (1). The students look and listen. Play the recording or read aloud.

8. Silent reading of Conversation A-B (1).

9. 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.

10. Pair Work on Conversation A-B (1).

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.

12. Conversation A-B (2). Follow the same procedure as for Conversation A-B (1), but include this practice exercise.

13. Practice:

T: *window seat*

T: *I'd like a window seat.*

T: *morning flight*

T: *I'd like a morning flight.*

T: *window seat*

C: *I'd like a window seat.*

Continue:

morning flight

round-trip ticket

vegetarian meal

one-way ticket

aisle seat

14. Conversation C-A. Follow the same procedure as for Conversation A-B (1), but include this practice exercise.

15. Practice:

T: *see the contents of your pockets*

T: *May I see the contents of your pockets?*

T: *search you*

T: *May I search you?*

T: *see the contents of your pockets*

C: *May I see the contents of your pockets?*

Continue:

search you

look in your bag

check your ticket

ask you some questions

open your case

16. Listening 2. Focus attention on the chart. Set the situation and explain the task. Play the recording. Students compare answers in pairs. Play the recording again, then go over the answers with the class.

17. Questions and Answers. Play the recording again, pausing to ask these questions:

Who's speaking?

What's the flight number? Ask Where...to?

Are they flying high? Ask How high?

Ask What height...at?

Are they flying fast? Ask How fast?

Ask What speed...at?

Will they land in two hours? Ask When/What time?

Is it cold in Caracas? Ask How warm?

Ask What temperature (°F)?

What will they be able to see on their left? Ask When?

Will the pilot serve lunch?

Ask Who? Ask When?

18. Written work/Application. Say: *You are a pilot. You are flying from (Chicago) to (Honolulu). Write an announcement.* Refer students to the text of the Listening 2 recording, which can be found in the Listening Appendix, for guidance. If there is time, have students read their announcements aloud to the class, each role playing a pilot.

See **Suggestions for further activities** on page 94.

Target structures

Reflexives:

I	(enjoyed)	myself.	We	(enjoyed)	ourselves.
You		yourself.	You		yourselves.
He		himself.	They		themselves.
She		herself.			

It turns itself on/off.

Expressions

Be careful! Congratulations! Terrific!

Vocabulary

automatic timer	rock star	look at (oneself)
Band-Aid	scratch	teach (oneself)
channel	wedding anniversary	turn (itself) on/off
finger		
guitar	bleed	dumb
love (n)	clean (oneself)	fabulous
microwave oven	cut (oneself)	sharp
mirror	have (a good time)	
play (n)	hurt (oneself)	at the end
record player	kill (oneself)	

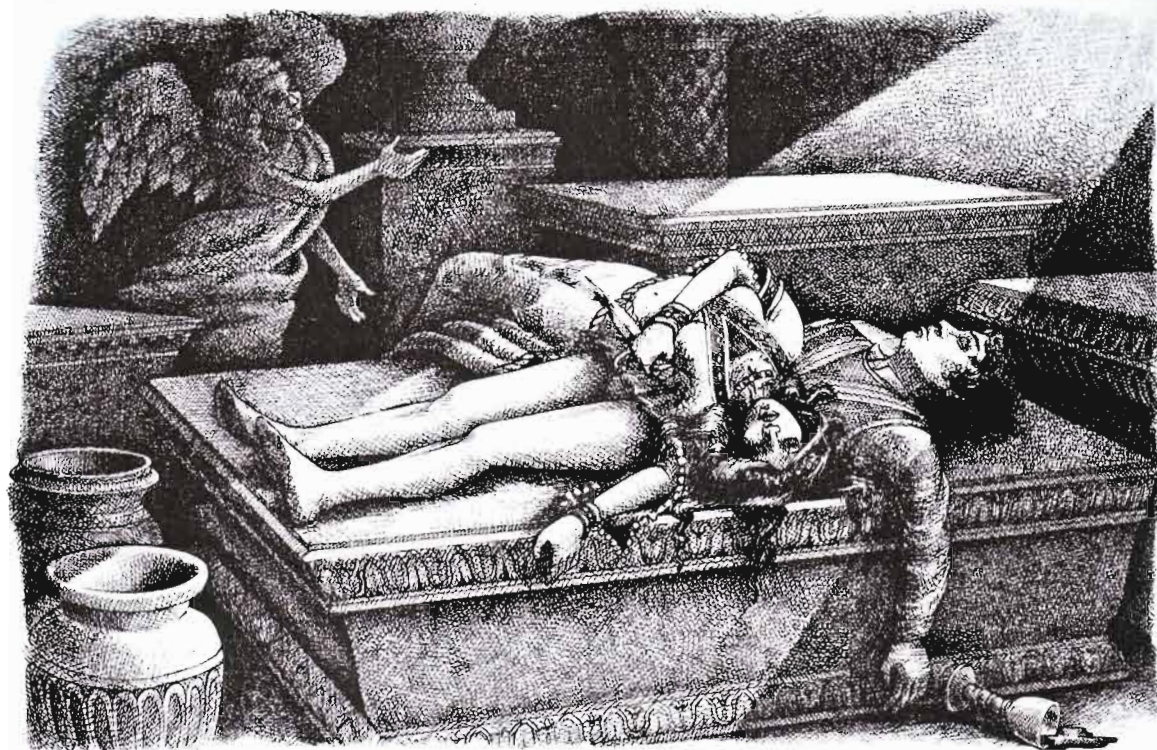
1. Briefly review the previous lesson.**2.** Classroom context. Either (a) take a mirror to class, or (b) borrow a mirror from a student. Look into the mirror and say: *I can see myself.*Give the mirror to individuals. S: *I can see myself.*Give the mirror to a student. T: *You can see yourself.*Take the mirror. Look into it. C: *You can see yourself.*Give the mirror to a male student. T: *He can see himself...*Do the same to elicit: *She can see herself/They can see themselves/You can see yourselves/We can see ourselves.***3.** Repetition.*I can see myself./We can see ourselves./You can see yourself./You can see yourselves./He can see himself./She can see herself./They can see themselves.***4.** Practice:T: *I*T: *I can see myself.*T: *you* (singular gesture)T: *You can see yourself.*T: *I*C: *I can see myself.*

Continue:

you (singular gesture)*he**they**we**she**you* (plural gesture)**5.** Listening. Have students cover all the texts. Focus attention on the pictures. Elicit or give vocabulary that will help students with the listening task, e.g., *Band-Aid, Romeo and Juliet*, etc. Explain the task. Play the recording. Students compare answers in pairs. Play the recording again, then go through the answers with the class.**6.** Conversation A-B. Selective repetition.**7.** Practice:T: *I've cut myself.*C: *Yes, but you haven't cut yourself badly.*Continue: *He's cut himself./She's cut herself./[John's cut himself./[Maria's cut herself.***8.** Silent reading of Conversation A-B.**9.** Questions and Answers.*The knife is sharp, isn't it? He's cut himself, hasn't he?**He hasn't cut himself badly, has he? It's only a scratch, isn't it?**His finger is bleeding, isn't it? It isn't bleeding much, is it?**Have you ever cut yourself? Ask me/him/her.***10.** Pair Work on Conversation A-B.**11.** Conversation C-D. Follow the same procedure as for Conversation A-B, but include these questions.**12.** Questions and Answers.*He saw the play, didn't he? Ask What channel?**It was last night, wasn't it? She didn't see the play, did she?**What was the play? Have you ever seen it? Ask him. Ask her.**What did Romeo do at the end? Ask about Juliet...Answer.**Why did they kill themselves? Does it sound dumb to you?***13.** Conversation E-F. Follow the same procedure as for Conversation A-B, but include steps 14, 15, and 16.**14.** Practice:T: *They can play the guitar.*T: *Oh, did they teach themselves?*T: *They can play the guitar.*C: *Oh, did they teach themselves?*T: *She can swim, etc.***15.** Questions and Answers.*His guests are famous, aren't they? They're stars, aren't they? Ask What kind? Which one plays the guitar? Do they play the guitar badly, or do they play the guitar well? Who taught them?***16.** Application.*Can you play a musical instrument? Ask him/her.**Did anyone teach you or did you teach yourself?**Can you type/ski/dance/paint? etc. Did you teach yourself?***17.** Conversation G-H. Follow the same procedure as for Conversation A-B, but include steps 18, 19, and 20.**18.** Practice:T: *It was our wedding anniversary yesterday.*C: *Congratulations!*

Continue:

*I just got married. I just passed my exam.**I just got a new job. I just passed my road (driving) test.***19.** Practice:T: *We went to a new restaurant yesterday.*C: *Did you enjoy yourselves?*T: *I went to Miami last week, etc.***20.** Questions and Answers.*Is she married? How long has she been married? Did she go to a nightclub last night? Ask Where? Did she go alone? Who did she go with? Did she enjoy herself? Did he enjoy himself? Did they enjoy themselves? Did you go anywhere last weekend/last night? Did you enjoy yourself? Ask him/her/them.***21.** Conversation I-J. Follow the same procedure as for Conversation A-B, but include these questions.**22.** Questions and Answers.*Is her microwave oven new? Does it have an automatic timer?**Does she have to turn it on? Why not?**Does she have to turn it off? Why not?**Does she have to clean it? Why not?***23.** Write the Target structures above on the board and have students copy them.**24.** Go through the exercise orally. Assign it for homework.See **Suggestions for further activities** on page 95.



Listen to the five dialogues and match them with the pictures.

A: Ow! This knife's sharp! I've cut myself.

B: Let me see. Oh, you haven't cut yourself badly. It's just a scratch.

A: But it's bleeding!

B: It's not bleeding much. I'll get a Band-Aid.

C: Did you see the play on Channel 13 last night?

D: No, I didn't. What was it?

C: *Romeo and Juliet*. I cried.

D: You cried? Why?

C: Well, it was very sad. At the end, Romeo killed himself, and then Juliet killed herself.

D: It sounds dumb to me. Why did they kill themselves?

C: For love.

D: Oh! They were dumb, weren't they?

E: My guests tonight are the rock stars, M.C. Malone and T.N.T. Katz.

F: Hi, Sid. We're happy to be here.

E: You both play the guitar and sing very well. How did you learn?

F: Well, we just bought some guitars and we taught ourselves.

E: You taught yourselves—terrific!

G: I'm sorry I'm late.

H: Oh, that's all right, Yolanda.

G: Yesterday was my first wedding anniversary.

H: Congratulations!

G: Thanks. We went to that new restaurant on Bank Street.

H: Did you enjoy yourselves?

G: Oh, yes! We had a very good time.

I: Have you seen my new microwave oven?

J: No, I haven't.

I: Oh, it's fabulous. It has an automatic timer. It can turn itself on and off. And it cleans itself!

Exercise

I've cut myself.

1. She's holding a mirror. She's looking at
2. Be careful, John! Don't hurt
3. He taught . . . to play the guitar.
4. Romeo and Juliet killed
5. We went to a party last night. We enjoyed . . . very much.
6. My cassette player is automatic. It turns . . . off.
7. They're enjoying They're on vacation.

Pet Store Attendant: Hello. How are you today? Can I help you?

Customer: Yes. I'm looking for a pet for my son. Can you suggest anything?

Attendant: What kind of pet does he want? A traditional pet—a cat or a dog? Or something unusual?

Customer: Well, he'd like a snake or an alligator, but he isn't going to get one.

Attendant: We have a nice dog right now—a Rottweiler.

Customer: A Rottweiler! Oh, no! I've heard about them on the news. They're very big and mean.

Attendant: Oh, no, ma'am. They aren't as mean as some dogs.

Customer: Really?

Attendant: Yes, really. Last week we had a small dog here. It was only as big as your purse, but it was as mean as the devil. It bit me three times!

Customer: Let's forget dogs, then.

Attendant: What about a cat?

Customer: A cat. Hmm.... They aren't as friendly as dogs, are they?

Attendant: No, but they don't eat as much as dogs either. And they're very clean.

Customer: Hmm....

Attendant: Or what about a bird? A parrot or a parakeet. We have both.

Customer: Which do you recommend?

Attendant: Well, parakeets aren't as easy to train, and they never speak as well as parrots.

Customer: Yes, but parakeets don't need as much space as parrots, do they?

Attendant: That's true.

Parakeets are very popular because they're so easy to keep.

Customer: Yes, but they're a little noisy, aren't they? I want a quiet pet.

Attendant: A quiet pet? Well, what about a goldfish? There's nothing as quiet as a goldfish.



Target structure

Comparisons:

...(not) as	good well much many	as...
-------------	------------------------------	-------

Expressions

as mean as the devil	Oh no, ma'am.
How are you today?	That's true.

Vocabulary

alligator	bite, bit
church	keep (a pet)
Concorde	recommend
customer	score
dog	suggest
expressway	train (v)
goldfish	
jumbo jet	friendly
laptop computer	a little (noisy)
parakeet	mean (adj)
parrot	noisy
personal computer	popular
pet	traditional
pie	unusual
point	
purse	beautifully
Rottweiler	
sack	
soda	
space	
typewriter	
world champion	
writing	

1. Briefly review the previous lesson.

2. Conversation. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: What is the customer looking for? Play the recording or act out. Check answers.

3. Selective repetition (include these practice exercises at the appropriate point in the conversation).

4. Practice:

T: It was very mean...like the devil!

T: It was as mean as the devil.

T: She was very gentle...like a lamb!

T: She was as gentle as a lamb.

T: It was very mean...like the devil!

C: It was as mean as the devil.

Continue:

She was very gentle...like a lamb!

He was very quiet...like a mouse!

He was very big...like a house!

She was very brave...like a lion!

She was very busy...like a bee!

5. Practice:

T: friendly

T: Cats aren't as friendly as dogs.

T: big

T: Cats aren't as big as dogs.

T: friendly

C: Cats aren't as friendly as dogs.

Continue:

big

nice

interesting

noisy

dangerous

mean

6. Practice:

T: cats...dogs

T: Cats don't eat as much as dogs.

T: parrots...cats

T: Parrots don't eat as much as cats.

T: cats...dogs

C: Cats don't eat as much as dogs.

Continue:

parrots...cats

parakeets...parrots

goldfish...parakeets

goldfish...alligators

7. Practice:

T: quiet...goldfish

T: There's nothing as quiet as a goldfish.

T: fast...cheetah

T: There's nothing as fast as a cheetah.

T: quiet...goldfish

C: There's nothing as quiet as a goldfish.

Continue:

fast...cheetah

wild...tiger

clean...cat

friendly...dog

brave...lion

8. Silent reading of the conversation.

9. Questions and Answers.

What kind of store is it?

What's she looking for?

What kind of pet does her son want?

Is he going to get one?

Does she like Rottweilers? Ask Why not?

Did a Rottweiler bite the store attendant?

Ask What kind of dog? Ask How many times?

How big was it?

Was it friendly or was it mean? Ask How mean?

Are cats as friendly as dogs?

Cats don't eat as much as dogs, do they?

Are cats clean? Ask Why?

Are there any birds in the shop? Ask What kind?

Parakeets aren't as easy to train as parrots, are they?

They don't speak as well as parrots, do they?

Parakeets don't need as much space as parrots, do they?

Are parakeets popular? Ask Why?

Does she want a noisy pet or does she want a quiet pet?

Are parakeets quiet? Are goldfish quiet?

10. Play the recording or read again.

11. Pair Work on the conversation.

12. Application.

Do you have a pet? Ask him. Ask her.

What kind of pet is it? What's its name?

Does your landlady/landlord have a pet? Ask her. Ask him.

Ask What kind?

Did you have a pet when you were young?

Ask him. Ask her.

What was it? Ask him. Ask her.

Which pet is the best? Why?

(continued)

(next page)

13. Look at the second page of Unit 27. Use the five exercises as oral practice exercises, chorally and individually.

14. Assign the exercises for written work in class or for homework.

Suggestions for further activities

1. Discussion. Discuss with the class the advantages and disadvantages of these animals as pets: a snake, a spider, a large dog, a parrot, a rabbit, a mouse, a crocodile, a cat, a goldfish, a turtle, a frog.

2. Role play. In pairs, students role play a salesperson and a customer who wants to buy a pet. The customer could be a grandmother, someone who is out at work all day, someone who lives on a farm, or a small child. Students take turns playing the salesperson.

3. Pair Work. In pairs, students choose a product that they know something about and that can be compared, e.g., cars, stereos, washing machines, computers, etc. They then role play a salesperson and a customer inquiring about the chosen product.



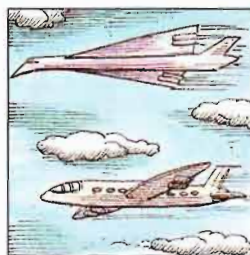
1. Mick/Jack/strong
Mick is as strong as Jack.



2. Her hair/his hair/
long
Her hair isn't as long as his hair.



3. work hard/your
boss
Do you work as hard as your boss?



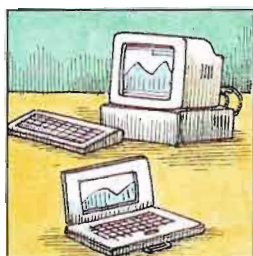
4. jumbo jets/
Concorde/high
Jumbo jets don't fly as high as Concorde.



5. Tom/drank/soda/
Josh
Tom hasn't drunk as much soda as Josh.
Tom/eaten/pies/Josh
Tom hasn't eaten as many pies as Josh.



Rosalie/Soul/
expensive



laptop computers/
personal computers/
big



drive fast/the world
champion



Fred/Dan/hard



the Tigers/scored/
points/the Eagles



today/yesterday/wet



English/Chinese/
difficult



type carefully/
Elizabeth



Marie/Anna/well



Mary/spent/money/
Donna



the apartment
building/the church/
high



my writing/
her writing/clear



speak well/the teacher



Sam/Bill/carefully



Ron/caught/fish/Bob



this sack/that sack/
heavy



expressways/country
roads/interesting



dance beautifully/
Anne



Frank/Rockie/loudly



Mr. Jones/bought/
food/Mr. Smith

THE DAILY SUN

VOL LVII NO. 20

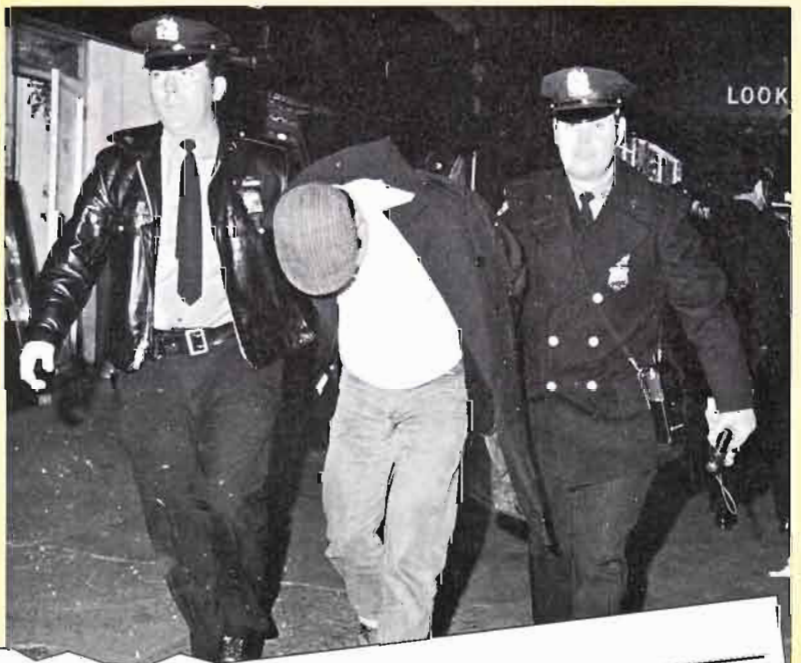
THURSDAY, MAY 5

75 CENTS

\$50,000 BANK ROBBERY

LONE ROBBER SHOTS GUARD IN ESCAPE

NEW YORK, May 4 There was a bank robbery in the downtown financial district today. Just before closing time a man entered the Wall Street branch of First City Bank of New York. He was carrying a shotgun and wearing a nylon stocking over his head. There were only a few customers in the bank at the time. He made them lie on the floor, then forced a teller to put money into a sack. As he was leaving, a security guard tried to ring the alarm. The robber shot him, and the guard is now in St. Joseph's Hospital. Surgeons are trying to save his life. Last night the police arrested a man on Staten Island. The police are interrogating him.



STATEMENT DJ 5573984

Statement of: John Patrick O'Brien
Residing at: 257 Clark Ave., Richmondtown, Staten Island, NY 10306

Date of birth: 7/24/69 Sex: M

Statement taken at: Richmond Police Headquarters
at approximately 09:15 hours in the presence of Angel Rodriguez, Det., NYPD

Detective Sergeant Rodriguez has advised me of my rights under the law and I make this statement freely. Yesterday afternoon I went to the races at Montvale with my friend, Bobbie Ann Chase. We left my apartment on Staten Island in my black Cadillac and drove to Montvale. We didn't stop for gas, but we got lunch at a fast food place. I don't remember the name of the place, but it was somewhere between Brooklyn and Montvale. We had some hamburgers in the car. We arrived at the racetrack at 12:55 in time for the first race. We stayed there until the last race at 5 o'clock. We were very lucky. I won a lot of money but I can't remember exactly how much. That's why I had a lot of money in my apartment when the police arrived at 6:00. I left Bobbie in midtown Manhattan. She wanted to buy some clothes on Fifth Avenue. I don't know where she is now.

J. P. O'Brien

Angel Rodriguez Det. NYPD

Target structures

Tag questions (2)

(See note in Unit 22, Target structures)

Expressions

(food) to go

Vocabulary

alibi	right(s)	remember
bank robbery	robber	save (a life)
branch	rush hour	sell
closing time	security guard	shoot
detective	shotgun	try (to do)
downtown (n)	silver	win (money)
escape (n)	statement	
fast-food place	surgeon	correct
financial district	teller	impossible
fried chicken	traffic	last
gas	used car	lone
hamburger		lucky
head	advise	
interrogation	arrest	exactly
nylon stocking	enter	freely
police	force (v)	
race(s)	interrogate	at the time
racetrack	lie	in time for
	make (a statement)	over (one's head)
		under the law

Note: See the map on the opposite page to locate the different parts of New York City. The financial district (Wall Street) is located downtown (in lower Manhattan). Montvale is a fictional racetrack, which we've located on Long Island. The principal shopping district of New York is located in midtown Manhattan on or near Fifth Avenue, one of the main north-south streets. Staten Island is a semisuburban residential area reached from Manhattan by ferryboat.

1. Briefly review the previous lesson.

2. The Daily Sun. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *Who did the robber shoot?* Read the text aloud. Check answers.

3. Silent reading of the Daily Sun article.

4. Questions and Answers.

Where was there a bank robbery?

What time did it happen?

How many robbers were there?

What was he carrying?

What was he wearing over his head?

How many customers were in the bank?

What did he make them do?

Where did the cashier put the money?

What did the security guard try to do?

When did he try to do it?

Did he ring the alarm? Ask Why not?

Is the guard dead? Where is he now?

What are the surgeons trying to do?

Have the police arrested anyone yet?

Was it a man or a woman? Ask When?

Ask Who? Ask Where?

What are the police doing now?

5. Free Retelling. Now ask the students to give you as many facts about the robbery as possible. Give cues where necessary.

6. The statement (given by O'Brien to the police). Focus attention on the statement. Have students cover the text. Ask prelistening questions: *Where did O'Brien go yesterday afternoon? Why did he have a lot of money in his apartment?* Read aloud. Check answers.

7. Silent reading of the statement.

8. Questions and Answers.

His name's John Patrick O'Brien, isn't it?

He isn't a teacher, is he?

He's a used car salesman, isn't he?

O'Brien wasn't born in 1959, was he?

He was born in 1969, wasn't he?

He doesn't live in Chicago, does he?

He lives on Staten Island, doesn't he?

The detective isn't Frank Furrillo, is he?

He's Angel Rodriguez, isn't he?

He advised O'Brien of his rights, didn't he?

O'Brien made the statement freely, didn't he?

The detective didn't force O'Brien, did he?

He went to the races the day before, didn't he?

He wasn't with his uncle, was he?

They left the apartment in a Cadillac, didn't they?

They didn't catch the bus to Montvale, did they?

They drove, didn't they?

They didn't stop for gas, did they?

They didn't have lunch at a Chinese restaurant, did they?

They got lunch at a fast-food place, didn't they?

He doesn't remember the name of the place, does he?

It was somewhere between Brooklyn and Montvale, wasn't it?

They ate in the car, didn't they?

They didn't arrive late, did they?

They were at Montvale all afternoon, weren't they?

They were very lucky, weren't they?

He won a lot of money, didn't he?

He can't remember how much, can he?

The police found a lot of money in his apartment, didn't they?

That was at 6:00, wasn't it?

Bobbie wasn't in the apartment, was she?

He doesn't know where she is, does he?

You don't believe him, do you?

(continued)

9. Focus attention on the map and pictures on the second page. Have the students cover the text. Set up the situation. Play the recording or act out.

10. Selective repetition (only the sentences that include tag questions, to practice intonation).

11. Silent reading of the interrogation.

12. Practice:

T: *You're John Patrick O'Brien.*

T: *You're John Patrick O'Brien, aren't you?*

T: *You sell used cars.*

T: *You sell used cars, don't you?*

T: *You're John Patrick O'Brien.*

C: *You're John Patrick O'Brien, aren't you?*

Continue:

You sell used cars.

You live on Staten Island.

You went to the races at Montvale yesterday.

You weren't alone.

You're married.

You left your apartment at 11 o'clock.

You were in your Cadillac.

You didn't stop for gas.

You had lunch at a Chinese restaurant.

You don't remember the name of the place.

You had fried chicken.

You got to Montvale in time for the first race.

You were very lucky. You won \$50,000.

There was \$50,000 in your apartment.

You don't know where Bobbie Ann is.

I'm not her husband.

It's interesting.

You have a very fast car.

That's impossible.

13. Application. Ask questions using affirmative and negative tag questions, for example:

You speak Spanish, don't you?

You don't speak Japanese, do you?

You were here yesterday, weren't you?

You weren't here on Sunday, were you? etc.

14. Homework/In Class. Have students copy "An Interrogation," adding the tag questions.

Suggestions for further activities

1. Invite students to make statements about you (the teacher), using question tags, e.g., *You weren't here on Sunday, were you? You've been to the United States, haven't you? You were grading our homework last night, weren't you?* etc. Then play the part of a famous person by saying: *Now I'm (Bill Clinton). Ask me questions.* Students can continue this in pairs.

2. Role play: An Investigation. Describe an incident, or an imaginary crime, that took place last Sunday. Each student has to write a statement containing his/her movements and activities for a period of time before and after the incident. Students work in pairs. Student A is a detective; Student B is a suspect. Student A reads Student B's statement and checks the information in it by asking tag questions, e.g., *You were in a movie theater between 6 and 8 p.m., weren't you?* Then they reverse roles.

An interrogation

Fill in the blanks with the correct tag questions.
You're John Patrick O'Brien, aren't you?

Police Detective: You're John Patrick O'Brien,
. . . ?

O'Brien: Yes, I am.

PD: You sell used cars, . . . ?

O'B: Yes, I do. And other things.

PD: You live on Staten Island, . . . ?

O'B: Yes, I do. I live in Richmondtown.

PD: You went to the races at Montvale yesterday,
. . . ?

O'B: That's right.

PD: You weren't alone, . . . ?

O'B: No, I wasn't. I was with my—friend, Bobbie
Ann Chase.

PD: But you're married, . . . O'Brien?

O'B: No. Who told you that?

PD: You left your apartment at eleven o'clock,
. . . ?

O'B: Yes. About eleven.

PD: You were in your Cadillac, . . . ?

O'B: Yes, I was.

PD: You didn't stop for gas, . . . ?

O'B: No.

PD: You had lunch at a Chinese restaurant,
. . . ?

O'B: No, we didn't. We had lunch at a fast food
place.

PD: You don't remember the name of the place,
. . . ?

O'B: No, I'm afraid I don't.

PD: You had fried chicken, . . . ?

O'B: No, no. We got some hamburgers to go and
ate in the car.

PD: You got to Montvale racetrack in time for the
first race, . . . ?

O'B: Yes, correct.

PD: You were very lucky, . . . ?

O'B: Yes, I really was.

PD: You won \$50,000, . . . ?

O'B: I can't remember exactly how much.

PD: There was \$50,000 in your apartment, . . . ?

O'B: Was there?

PD: You don't know where Bobbie Ann is now,
. . . ?

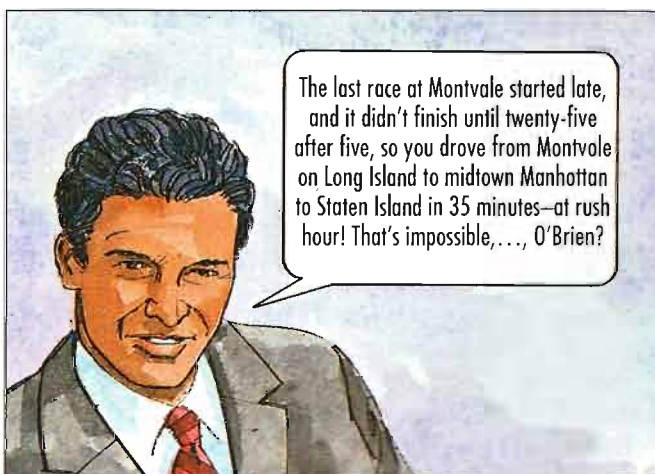
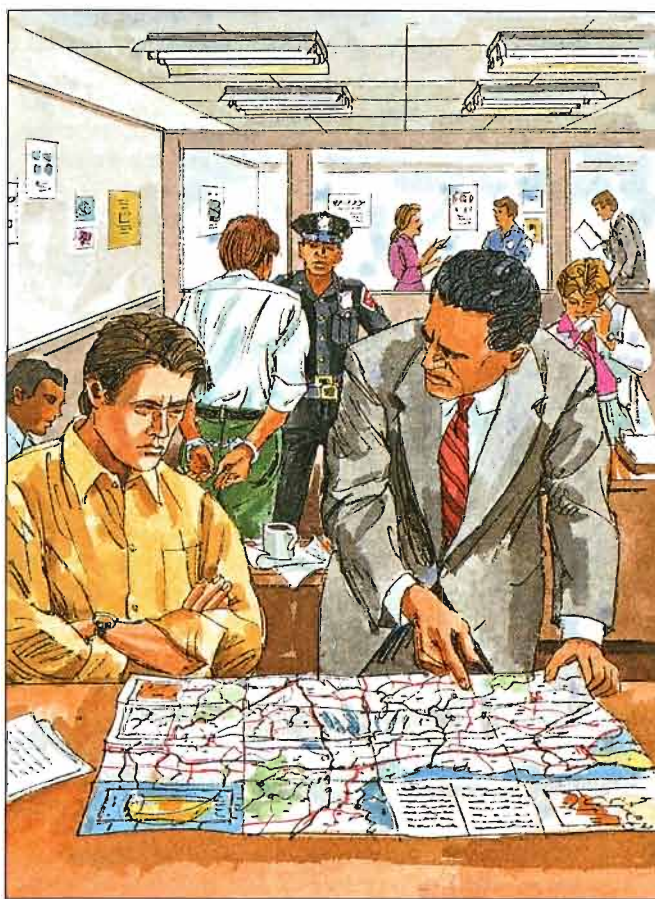
O'B: No, I'm not her husband, . . . ?

PD: But you left her in midtown Manhattan
because she wanted to buy some clothes.

O'B: Yes, that's right.

PD: It's interesting, . . . O'Brien? You have a
very fast car, . . . ?

O'B: What do you mean?



Jake: Hi, great to see you! Come in.

Kate: Hi, Jake. Uh...I'm not the first, am I?

Jake: No, the others are all in the dining room. The food's in there. Let me take your coat.

Kate: Thanks. Oh, I brought some flowers.

Jake: Thank you. I'll put them in some water right away.

Kate: Is Bruce coming?

Jake: He's already here. Go on in.

Amy: Hi, Kate. I like your dress!

Kate: Thanks. Have you seen Bruce?

Amy: Bruce? Oh, yeah—Bruce. He was here a second ago. Have you had something to eat?

Kate: No, not yet.

Amy: The vegetables and dip are over there, help yourself.

Kate: Thank you.

Amy: There's some salad over here. And there are some potato chips and nuts on the table.

Kate: OK, see you later.

Jake: Hello, Kate. Not dancing?

Kate: No, I'm just hanging out. You didn't see Bruce in the kitchen, did you?

Jake: No.

Kate: Oh.

Jake: Hey, this is a great song, isn't it? Do you want to dance?

Kate: Sure, why not?

Amy: Well, here's your coat. Thanks for coming.

Kate: It was nice of you to invite me. I really enjoyed myself.

Amy: Good. You've got to come to Jake's birthday party next month.

Kate: OK. What happened to Bruce? Do you know?

Amy: He left early, I think.

Kate: I didn't see Michelle either.

Amy: No, I think she left early too.

Kate: Oh, well, thanks again. Bye.

in the dining room
by the pool
in the living room
in the backyard

flowers/in some
water
candy/on the table
cookies/in the
kitchen
cheesecake/in the
refrigerator

a second ago
a minute ago
a few minutes ago
just now

salad/potato chips
fruit punch/nuts
cheese
dip/snacks
ice cream/cookies

song
cassette
CD
band
tape

Jake's birthday
party
our Thanksgiving
party
our barbecue
my New Year's
party



Expressions

Go on in.
Great to see you.
(He was here) a second ago.
help yourself
I'm just hanging out.
It was nice of you to (invite me).

Let me take your coat.
Not (dancing)?
see you later
Sure. Why not?
Thanks again.
Thanks for coming.

Vocabulary

album	dip	record
backyard	dress	salad
band	flowers	song
barbecue	fruit punch	Thanksgiving
candy	kitchen	vegetables
CD	living room	
cheesecake	nuts	great
cookie	pool	
dining room	potato chips	right away

1. Briefly review the previous lesson.

2. Conversation 1 (Jake and Kate). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording.

3. Selective repetition of Conversation 1.

4. Practice:

T: coat
T: Let me take your coat.
T: coat
C: Let me take your coat.

Continue:

umbrella
hat
bag
jacket

5. Practice:

T: Is Bruce coming?
T: He's already here.
T: What time's Maria coming?
T: She's already here.
T: Is Bruce coming?
C: He's already here.

Continue:

What time's Maria coming?
When will John be here?
Are Ann and Bill coming?
When is the food coming?
What time's everybody coming?

6. Focus attention on Conversation 1. The students look and listen. Play the recording.

7. Silent reading of Conversation 1.

8. The teacher takes one part. The class in chorus takes the other. Go through the conversation. Then reverse roles and go through the conversation.

9. Pair Work on Conversation 1.

10. Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. Students do the same in pairs, using the prompts in the book.

11. Conversation 2 (Kate and Amy). Follow the same procedure as for Conversation 1, but include these practice exercises.

12. Practice:

T: dress
T: I like your dress!
T: dress
C: I like your dress!
Continue:
house/picture/jacket/tie/blouse/sweater

13. Practice:

T: food
T: The food's over there. Help yourself.
T: potato chips
T: The potato chips are over there.
Help yourself.
T: food
C: The food's over there. Help yourself.

Continue:

potato chips
cheese and crackers
salad
coffee
fruit punch

14. Conversation 3 (Kate and Jake). Follow the same procedure as for Conversation 1, but include step 15.

15. Practice:

T: Did you see Bruce?
T: You didn't see Bruce, did you?
T: Is Bruce there?
T: Bruce isn't there, is he?
T: Did you see Bruce?
C: You didn't see Bruce, did you?

Continue:

Is Bruce there?
Have you seen Bruce?
Do you know Bruce?
Did you meet Bruce?
Have you met Bruce?

16. Conversation 4 (Amy and Kate). Follow the same procedure as for Conversation 1, but include steps 17 and 18.

17. Practice:

T: I
C: I really enjoyed myself.
Continue:
we/he/they/she/(John)/Mr. & Mrs. Lopez

18. Practice:

T: Thank you for inviting me.
T: It was nice of you to invite me.
T: Thank you for coming.
T: It was nice of you to come.
T: Thank you for inviting me.
C: It was nice of you to invite me.
Continue:
Thank you for coming./Thank you for helping me./Thank you for showing me the way./Thank you for lending me your book./Thank you for giving me a lift.

19. Application.

Do you like parties? Why/Why not?
What kind of parties do you like?
When do you have parties? Birthdays? New Year's? Christmas?
National holidays? Anniversaries?
What do you usually eat/drink? What do you do?
Do you dance/play games/listen to music?
What do you wear? Do you stand or sit?
Do you have parties indoors or outdoors? When? Why?
Do you like dinner parties/barbecues/picnics/children's parties?
When was the last party you went to? Who was there?
What did you eat/drink/do?
Was there music? What kind of music was it?
Did you dance? Did it finish late or early?

Suggestions for further activities

1. Pair Work. Students work in pairs to plan a small party, discussing guests, food, drink, music, time, games, etc.

2. Role play. Students work in groups of four and role play a party (arriving, taking coats, giving presents, chatting, inviting someone to dance, saying good-bye, leaving). Two students are hosts and two are guests. Outdoor coats, music, a few plates, etc., will help bring the role play to life.

Target structures

She likes him. He likes her. They like each other.

Expressions

Action.

Cut.

It's not my fault.

Take five.

Vocabulary

actor	act (v)
argument	hate
break	kiss
film	walk out
movie	
nurse	famous
quit	selfish
sob	
(a) take	together
zoologist	

1. Briefly review the previous lesson.

2. Classroom context. Bring out two students. Say: *Juan, look at Maria. Maria, look at Juan. She's looking at him. He's looking at her. They're looking at each other.... Repeat.*

Now, Maria, look at me. She's looking at me. I'm looking at her.

We're looking at each other.

Maria, look at Juan again. Juan, look at Maria. You're looking at each other.

Repeat with different students using: touch/smile at/hit/talk to.

3. Introductory text. Have students cover the text. Set up the situation. Play the recording.

4. Silent reading of the introductory text.

5. Questions and Answers.

What's his name? What's her name? Where are they?

What are they doing?

Is Kelly a doctor in the film? Ask What?

What is her name in the film? What about Rod?

6. Conversation 1. Have students cover the text. Play the recording.

7. Selective repetition of Conversation 1.

8. Practice (make sure students respond with emotion in their voices):

T: *I like you.*

C: *I like you, too.*

Continue: *I want you./I need you./I love you./I want to marry you.*

9. Practice:

T: *I'll never see you. You'll never see me.*

T: *We'll never see each other again.... Repeat.*

C: *We'll never see each other again.*

Continue:

I'll never meet you. You'll never meet me.

I'll never hold you. You'll never hold me.

I'll never touch you. You'll never touch me.

I'll never kiss you. You'll never kiss me.

10. Silent reading of Conversation 1.

11. Role play. Have students role play the scene in groups of three.

12. Conversation 2. Have students cover the text. Play the recording.

13. Selective repetition of Conversation 2.

14. Practice:

T: *She doesn't like Rod. He doesn't like her.*

T: *They don't like each other.... Repeat.*

C: *They don't like each other.*

Continue:

She hates Rod. He hates her.

She has to look at Rod. He has to look at her.

She has to touch Rod. He has to touch her.

She has to smile at Rod. He has to smile at her.

She has to hold Rod. He has to hold her.

She has to kiss Rod. He has to kiss her.

15. Practice:

T: *He's very selfish.*

T: *He only thinks about himself.*

T: *He's very selfish.*

C: *He only thinks about himself.*

Continue:

They're very selfish./She's very selfish./Rod's very selfish./

Rod and Kelly are very selfish./You're very selfish. (singular gesture)/We're very selfish.

16. Silent reading of Conversation 2.

17. Pair Work. Students role play Orson and Kelly.

18. Pair Work. Rod said the same about Kelly. Students role play a similar conversation between Rod and Orson.

19. Focus attention on the newspaper extract. Silent Reading.

20. Questions and Answers.

What did Kelly do yesterday? How much will the movie cost?

Who did she have an argument with? What did she do after the argument?

Why was it impossible? She gave three reasons. What were they?

Who does she never want to see again?

21. Exercise. Go through the exercise orally. Assign it for written work in class or for homework.

22. Application.

Who's your best friend? How often do you see each other? Do you telephone each other? Where do you meet each other? How long have you known each other? Where did you first meet each other?

Ask him/her/me/each other.

Do you know your neighbors? Do you speak to each other?

How often do you see each other? Do you help each other?

Do you have a pen pal? How often do you write to each other?

Ask him/her/me/each other.

See **Suggestions for further activities** on page 95.

Kelly Strong and Rod De Biro are in the studio. They're acting in a scene from *Together Again*. In the movie, Kelly is Constance, a young nurse in Africa. Rod is Armand, a famous zoologist.

Orson: OK, scene thirty-four, take eight. Let's try it again. Action!

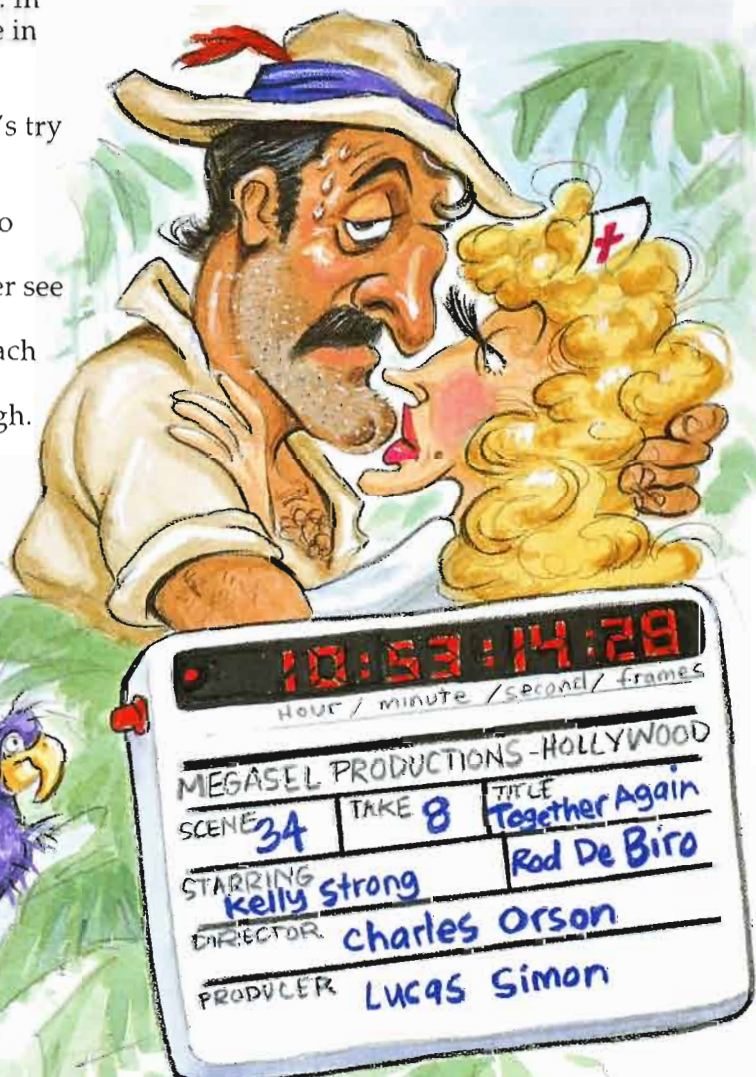
Kelly: I love you, Armand.

Rod: I love you, too, Constance. But I have to go...

Kelly: I know (sob), but...perhaps we'll never see each other again!

Rod: We will, Constance, because we love each other!

Orson: Cut! Cut! Cut! That's not good enough. Take five, everybody!



Orson: OK, Kelly. Come over here. Now, I know you don't like Rod, and I know he doesn't like you...

Kelly: Like! We hate each other, you know that.

Orson: But you're actors, and in the movie Constance and Armand love each other, right?

Kelly: Right, but...

Orson: No "buts." You have to look at each other, you have to touch each other, smile at each other, hold each other, and kiss each other. Right?

Kelly: Right, but it's not all my fault. You know Rod, he's selfish. He only thinks about himself, he talks about himself all the time, and he only wants to see himself on film.

Orson: I've heard this before, Kelly. Rod said exactly the same about you!



Exercise

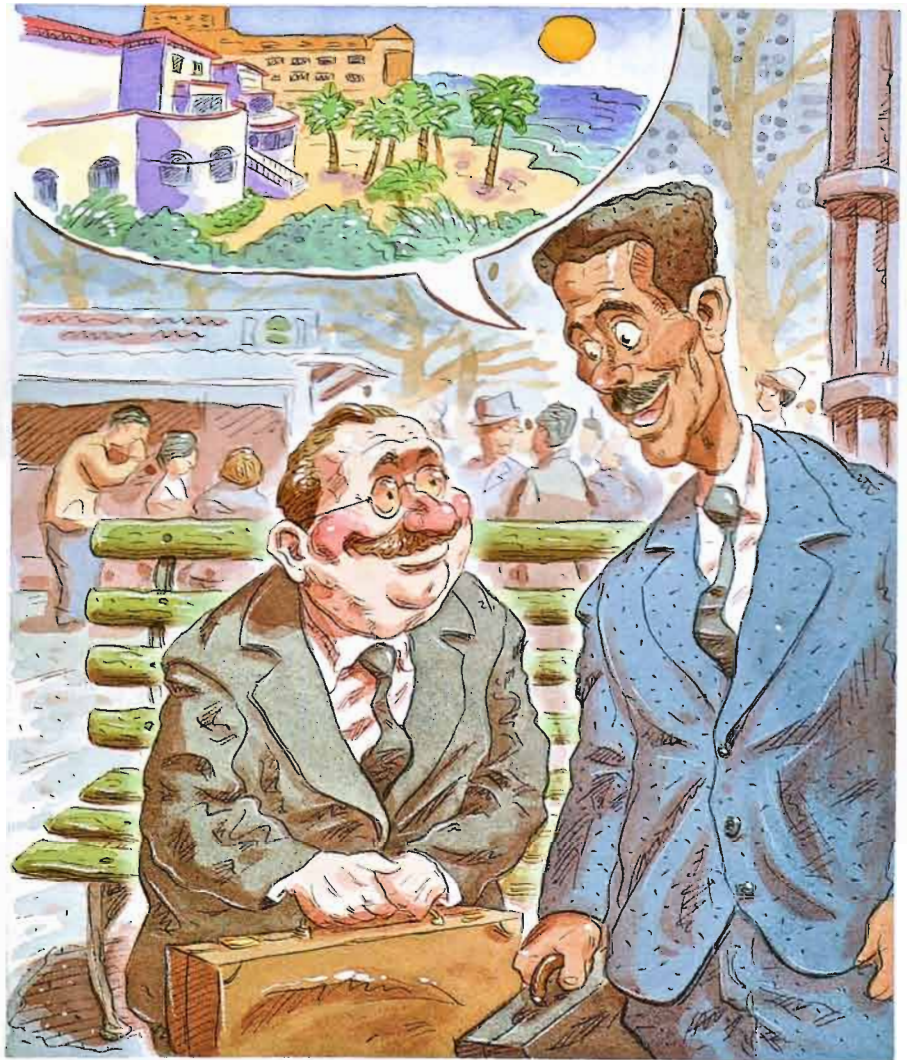
He doesn't like her. She doesn't like him.

They don't like each other.

Now you do the same.

1. She has to kiss him. He has to kiss her.
2. I won't see you. You won't see me.
3. He hates her. She hates him.
4. She didn't look at him. He didn't look at her.
5. He hasn't spoken to her. She hasn't spoken to him.

- A: I'm taking my vacation next month.
 B: Really? So am I.
 A: I need a change.
 B: So do I. I'm tired of the same office and the same people every day!
 A: Right! Where are you going?
 B: Florida.
 A: Oh, really? I went there last year.
 B: So did I. We always stay on the Florida Gulf Coast. We never go to Miami or Palm Beach.
 A: No, neither do I. It's too crowded there. Where exactly are you going?
 B: Sanibel Island. It's about fifty miles south of Sarasota. Do you know it?
 A: You're kidding!
 B: No, I'm not. I've been there three times.
 A: Well, so have we. And we're going there this year too.
 B: Not to the Sand Dollar Resort?
 A: Yes, why?
 B: Well, I'll see you there. That's my hotel too.



Listening

You are going to hear eight sentences. Listen and check (✓) the response that is true for **you**.

- | | |
|---|-------------------------------------|
| 1. <input type="checkbox"/> So am I. | <input type="checkbox"/> I'm not. |
| 2. <input type="checkbox"/> So have I. | <input type="checkbox"/> I haven't. |
| 3. <input type="checkbox"/> So do I. | <input type="checkbox"/> I don't. |
| 4. <input type="checkbox"/> So was I. | <input type="checkbox"/> I wasn't. |
| 5. <input type="checkbox"/> Neither am I. | <input type="checkbox"/> I am. |
| 6. <input type="checkbox"/> Neither have I. | <input type="checkbox"/> I have. |
| 7. <input type="checkbox"/> Neither did I. | <input type="checkbox"/> I did. |
| 8. <input type="checkbox"/> Neither do I. | <input type="checkbox"/> I do. |

Look at this:

Statement	Agreeing	Disagreeing
I'm tired.	So am I.	I'm not.
I'm not tired.	Neither am I.	I am.
I like music.	So do I.	I don't.
I don't like music.	Neither do I.	I do.
I've heard the news.	So have I.	I haven't.
I haven't heard the news.	Neither have I.	I have.

Exercise 1

Now complete this chart.

Statement	Agreeing	Disagreeing
I was wrong.	So . . .	I . . .
I wasn't right.	Neither . . .	I . . .
I enjoyed the movie.
I didn't enjoy the concert!
I don't like snakes.
I understood the play.

Exercise 2

Respond to these statements. Make your responses true for **you**.

LEARNING ENGLISH

I'm not very good at English pronunciation.

I did some homework last night.

I always write down new words.

I never use a dictionary.

I've studied English for a long time.

I understand more than I can say.

I don't like tests.

I translate everything in my head.

I had a dream in English once.

I haven't visited the U.S.A.

Target structures

Rejoinders:

So am I/Neither am I. I'm not/I am.

Expressions

I'll see you (there)! Really? You're kidding!

Vocabulary

change (n)	south	bored
coast	test (n)	crowded
dictionary		at home
grammar	take (a/my vacation)	
math	take a shower	
movie	translate	

- Briefly review the previous lesson.
- Warm-up. Choose a classroom object visible to all.
T: Look at (name object). Can you see it?
S1: Yes, I can.
T: I can see it, too.
T: He/She can see it. So can I.
Choose another student. Say: Can you touch the ceiling?
S2: No, I can't.
T: I can't touch it, either.
T: He/She can't touch it. Neither can I.
- Conversation. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *Where are the two men going on vacation?* Play the recording or act out. Check answers.
- Selective repetition of the conversation.
- Silent reading of the conversation.
- Play the recording or read again.
- Pair Work on the conversation.
- Focus attention on **Look at this**. Read the first two statements and their responses, with students repeating after you:
T: I'm tired. So am I. I'm not.
I'm not tired. Neither am I. I am.
Pay attention to the pronunciation of am: I am. /aɪ æm/
So am I. /səʊ æm aɪ/ I'm not. /aɪm not/
- Give cues to individual students to elicit *So am I*.
T: I'm happy. (nod your head "yes")
T: So am I.
T: I'm happy. (nod your head "yes")
S: So am I, etc.
- Do the same to elicit *I'm not*, *Neither am I*, and *I am*.
T: I'm happy. (shake your head "no")
T: I'm not.
T: I'm happy. (shake your head "no")
S: I'm not, etc.
T: I'm not thirsty. (Shake your head "no")
T: Neither am I.
T: I'm not thirsty. (Shake your head "no")
S: Neither am I, etc.
T: I'm not thirsty. (nod your head "yes")
T: I am.
T: I'm not thirsty. (nod your head "yes")
S: I am, etc.

11. Application. Make statements to individual students to elicit true responses:
I'm (American)./I'm not hungry./I'm a teacher./I'm very tired./I'm not sitting./I'm going to the bank tomorrow, etc.

12. Focus attention on the third and fourth statements in **Look at this** (statements and responses with *do*). Follow the same procedure as in steps 8–10, but include this application stage.

13. Application. Make statements to individual students to elicit true responses:
I like fish./I don't like potatoes./I often watch television./I don't walk to school, etc.

14. Focus attention on the last two statements in **Look at this** (statements and responses with *have*). Follow the same procedure as in steps 8–10, but include this application stage.

15. Application. Make statements to individual students to elicit true responses:
I haven't studied computer programming./I've visited the United Nations./I haven't ever used sleeping pills./I've been in an earthquake, etc.

16. Listening. Focus attention on the listening exercise. Explain the task. Play the recording. Students check the boxes. Play the recording again, pausing after each sentence for students to give their individual responses.

17. Exercise 1. Students work in pairs to complete the exercise. Go over the answers with the class.

18. Give cues to students (the whole class, then individuals) to elicit: *So was I. I wasn't. Neither was I. I was.* Indicate whether an affirmative or negative response is expected.

19. Application. Make statements to individual students to elicit true responses:
I wasn't in New York yesterday./I was ill yesterday./I was in a club last night./I wasn't tired this morning, etc.

20. Give cues to students (first to the whole class, then to individuals) to elicit: *So did I. I didn't. Neither did I. I did.* Indicate whether an affirmative or negative response is expected.

21. Application. Make statements to individual students to elicit true responses:
I didn't study Japanese at school./I bought a new pen yesterday./I saw Simply Red yesterday./I had coffee with my breakfast./I didn't come to school last Sunday, etc.

22. Mixed-tense application. Make statements to elicit true answers. Use the statements in **Look at this** and Exercise 1 in random order.

23. Pair Work. Have students use **Look at this** and Exercise 1. Student A looks at the book and chooses statements at random for Student B to agree or disagree with.

24. Exercise 2. Silent reading of the statements about learning English. Check vocabulary.

25. Pair Work. Student A reads out the sentences one by one in random order. Student B, with the book closed, agrees or disagrees. Then they reverse roles.

See **Suggestions for further activities** on page 95.

Target structures

Prepositions after adjectives:

*pleased with/worried about/good at/interested in/sorry about/
rude to/tired of/sorry for/upset with***Vocabulary**

<i>dad/daddy</i>	<i>politics</i>	<i>change (v)</i>
<i>drummer</i>	<i>present</i>	<i>make (a mistake)</i>
<i>(the) environment</i>	<i>rock group</i>	<i>take back</i>
<i>fool (n)</i>	<i>senator</i>	
<i>future</i>		<i>rude</i>
<i>office</i>		<i>stupid</i>
<i>P.S. ("postscript" on a letter)</i>		<i>young</i>

1. Briefly review the previous lesson.

2. Letter 1 (handwritten). Have students cover the letter. Set up the situation. Explain that Thornton Calhoun is a senator in the U.S. government. His grown daughter, Caroline, is an only child. Ask prelistening question: *What does Marc do?* Play the recording or read the first letter. Check answers.

3. Selective repetition of Letter 1.**4.** Practice:

T: *the birthday present*
T: *Thank you very much for the birthday present.*
T: *the Porsche*
C: *Thank you very much for the Porsche.*

Continue:

the Porsche
the flowers
the invitation
the chocolates

5. Practice:

T: *What do you think of your new car?*
T: *Oh, I'm very pleased with it....Repeat!*
C: *Oh, I'm very pleased with it.*
T: *What do you think of your new secretary? etc.*

6. Practice:

T: *I'm very worried about you.*
T: *Oh, don't worry about me.*
T: *I'm very worried about my children.*
C: *Oh, don't worry about them, etc.*

7. Practice:

T: *He likes his job, doesn't he?*
T: *Yes, and he's very good at it.*
T: *She likes tennis, doesn't she?*
C: *Yes, and she's very good at it, etc.*

8. Practice:

T: *He never talks about money, does he?*
T: *No, he isn't interested in money.*
T: *He never talks about money, does he?*
C: *No, he isn't interested in money.*
T: *She never talks about her job, does she? etc.*

9. Silent reading of Letter 1.**10.** Questions and Answers.

What's the date? Who's writing the letter?
Is she writing to her brother? Ask Who? Where does she live?
Her father gave her a present, didn't he? Ask Why?
Ask What kind of present? Is she pleased with the Porsche?
What didn't she like? What's she going to do?
Did she see her father yesterday? Ask Who?
Is she worried about Marc? Is he worried about Marc?
Is Marc good at his job, or is he bad at his job?
Is she going to bring him for the weekend? Ask When? Ask Why?
Does she love Marc? Does Marc love her?
They love each other, don't they?
Is he interested in her father's money?

11. Letter 2 (typewritten). Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *Does Caroline's father like Marc? Why not?* Play the recording or read the second letter. Check answers.

12. Selective repetition of Letter 2.**13.** Practice:

T: *You didn't do your homework, did you?*
T: *No, I didn't. I'm sorry about that.*
T: *You didn't answer my letter, did you?*
T: *No, I didn't. I'm sorry about that.*
T: *You didn't do your homework, did you?*
C: *No, I didn't. I'm sorry about that.*

Continue:

*You didn't answer my letter, did you?/You didn't call me, did you?/
You didn't come to my party, did you?/You didn't ask me, did you?/
You didn't invite me, did you?*

14. Practice:

T: *You shouted at him!*
T: *I know. I was upset with him.*
T: *You didn't talk to her!*
T: *I know. I was upset with her.*
T: *You shouted at him!*
C: *I know. I was upset with him.*

Continue:

You didn't talk to her!
You hit him!
You didn't speak to him!
You were rude to her!

15. Practice:

T: *He was very rude to me.*
T: *her*
T: *He was very rude to her.*
T: *He was very rude to me....Repeat.*
C: *He was very rude to me.*

Continue:

her
they
me
us
she

16. Practice:

T: *I feel sorry for you.*
T: *Why do you feel sorry for me?*
T: *I feel sorry for her.*
T: *Why do you feel sorry for her?*
T: *I feel sorry for you.*
C: *Why do you feel sorry for me?*

Continue:

I feel sorry for her.
I feel sorry for them.
I feel sorry for him.
I feel sorry for (Maria).
I feel sorry for (John)
and (Maria).

17. Extension practice:

T: *I hate dogs!*
T: *Why? Are you afraid of them?*
T: *She hates cats.*
T: *Why? Is she afraid of them?*
T: *I hate dogs!*
C: *Why? Are you afraid of them?*

Continue:

She hates cats.
He hates snakes.
I hate mice.
They hate foreigners.
He hates women.
She hates men.

18. Silent reading of Letter 2.**19.** Questions and Answers.

Who's writing? What's his daughter's name?
Is he happy about last weekend? Is he sorry about last weekend?
Was he upset with her? Ask Who? Ask Why?
He's tired of dumb young men, isn't he?
He couldn't talk with him about anything, could he?
She loves Marc, doesn't she?
Does he feel sorry for Marc? Ask Who?
Is he happy about the future? How does he feel?
What does Marc like? Is he interested in anything else?
Is he going to get Senator Calhoun's money?

20. Application. Go through the exercise orally (and expand it). Assign it for written work in class or for homework.See **Suggestions for further activities** on page 95.

A family problem



Vassar College
Poughkeepsie, NY 12601
May 5

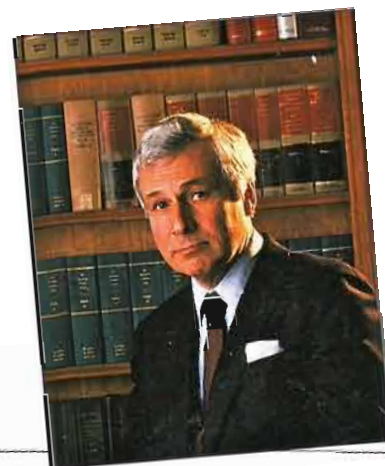
Dear Daddy,

Thank you very much for the birthday present. I was very pleased with the Porsche, but I didn't like the color, so I'm going to take it back and change it.

I saw Marc again yesterday. You're worried about him, aren't you? Well, don't worry about him. He's all right. He's very good at his job. He's a drummer in a rock band. I'm going to come to Washington next weekend. I'll bring Marc so you can meet him.

Love,
Caroline.

P.S. We love each other very much.
He isn't interested in your money.



From the office of
SENATOR THORNTON J. CALHOUN
THE SENATE
WASHINGTON, D.C.

May 15

Dear Caroline,

I'm sorry about last weekend. I was very upset with Mr. Rodberg (I can't call him "Marc"), but he was very rude to me. I'm not a stupid old fool. I'm tired of dumb young men. I couldn't talk with him about anything.

You love him, I know. I just feel sorry for you, and I'm worried about your future. Your friend likes rock music. He isn't interested in anything else. He isn't interested in you at all. You're making a terrible mistake. And I'm glad he isn't interested in my money, because he isn't going to get any of it!

Love,

Daddy

Signed for Senator Calhoun in his absence by
Joseph D. Pollard (Secretary to the Senator)

Exercise

I'm interested in politics.
What are you interested in?

I'm good at English, but I'm not very good at math.
What about you?

I'm worried about the environment.
What about you?

I'm tired of this town.
What about you?

I'm very pleased with my English.
What about you?

I'm never rude to people.
What about you?

Hi there! I'm Barry Smiles. Welcome to the *Yes/No Contest*. Our rules are very simple. I'll ask you questions for thirty seconds. You must answer, but you can't answer with "Yes" or "No." You can't nod or shake your head either. Now, here is our first contestant, Anne Mock from Palm Beach, Florida.

Smiles: What's your name?

Anne: Anne. Anne Mock.

Smiles: Where are you from, Anne?

Anne: Palm Beach.

Smiles: Did you say Palm Springs?

Anne: No, Palm.... (Gong!)

Smiles: Oh, I'm sorry, Anne. You said "No." Our next contestant is Chuck Fleener from St. Louis, Missouri. It's *Doctor* Fleener, isn't it?

Chuck: That's right, but call me Chuck.

Smiles: Fine. You aren't nervous, are you, Chuck?

Chuck: I'm not nervous.

Smiles: Did you shake your head?

Chuck: I didn't.

Smiles: Are you sure?

Chuck: Yes, I'm.... (Gong!)

Smiles: Oh! I'm sorry, Chuck. Better luck next time. Now, here's our third contestant. He's Richard Oropallo from Washington, D.C. Hello, Richard.

Richard: Hello, Barry.

Smiles: You work in a bank, don't you?

Richard: That's correct.

Smiles: Do you like your job?

Richard: I enjoy it very much.

Smiles: Oh, do you?

Richard: I said, "I enjoy it very much."

Smiles: Now, you aren't married, are you?

Richard: I am married.

Smiles: Is your wife here tonight?

Richard: She's at home in Washington.

Smiles: So she isn't here.

Richard: Of course not.

Smiles: Do you have any children?

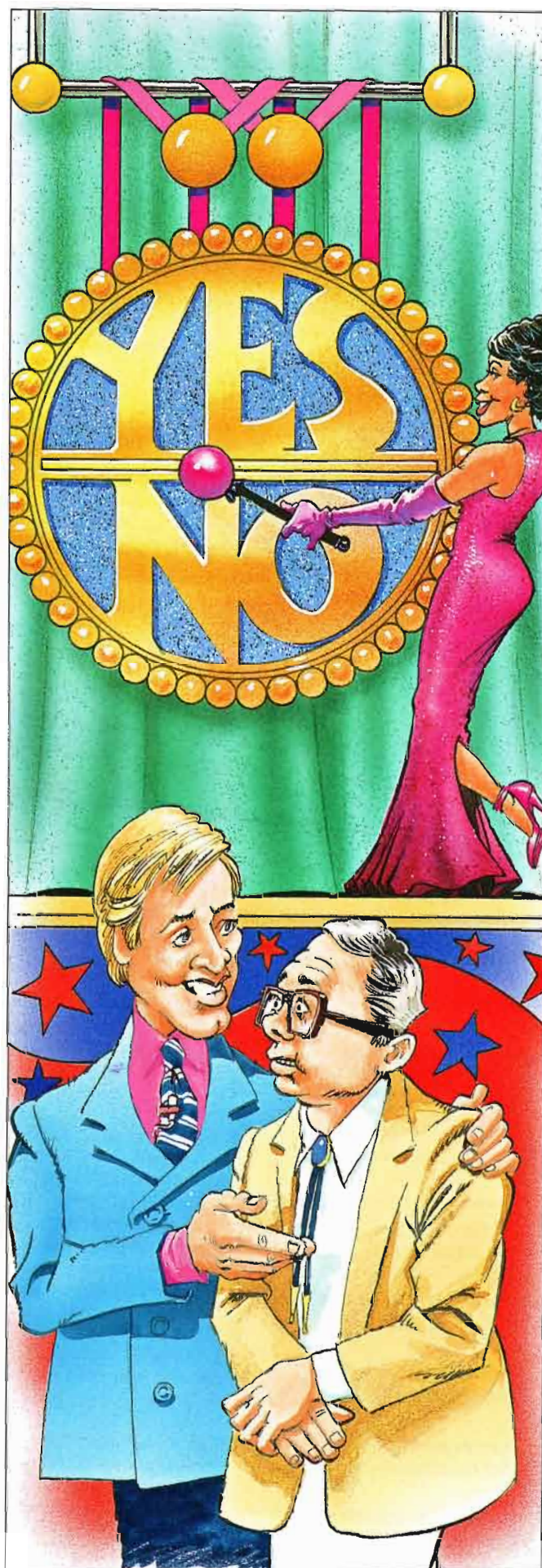
Richard: I have two children.

Smiles: Two boys?

Richard: A boy and a girl.

Smiles: And... (Buzz!) That's thirty seconds!

You've done it, Richard! Isn't that wonderful, everybody? He's won tonight's jackpot prize—a brand-new, fully automatic dishwasher!



Look at these expressions:

Yes

That's right.
That's correct.
Of course.
That's true.
I agree.

No

That's wrong.
That isn't correct.
Of course not.
That isn't true.
I disagree.

?

I don't know.
I'm not sure.
I'm not certain.

Target structures

Confirming/disagreeing

Review of Yes/No and tag questions

Expressions

<i>I agree.</i>	<i>I disagree.</i>	<i>I don't know.</i>
<i>Of course.</i>	<i>Of course not.</i>	<i>I'm not certain.</i>
<i>That's correct.</i>	<i>That isn't correct.</i>	<i>I'm not sure.</i>
<i>That's right.</i>	<i>That isn't true.</i>	
<i>That's true.</i>	<i>That's wrong.</i>	

Welcome to (a program/place).

You've done it!

Vocabulary

contest	rule	next
contestant	shake (one's head)	simple
dishwasher	say	sure
jackpot prize		
nod	nervous	fully automatic

Note: This lesson is an oral practice game, which is motivated by the conversation. The major part of the lesson will be playing the game.

1. Briefly review the previous lesson.

2. Focus attention on the picture. Have students cover the text. Set up the situation. Play or act out the complete conversation.

3. Selective repetition of the conversation.

4. Practice (to reinforce the game rules):

T: Don't answer with "Yes."

T: You can't answer with "Yes."

T: Don't nod.

T: You can't nod.

T: Don't answer with "Yes."

C: You can't answer with "Yes."

Continue:

Don't nod.

Don't answer with "No."

Don't shake your head.

5. Pair Work on the conversation.

6. Silent reading of the conversation. Students then study the list of expressions at the bottom of the page.

7. Appoint a timekeeper. Play the game with several individual students at the front of the class. The timekeeper signals the lapse of 30 seconds (or one minute). Note: Useful devices for tricking students into saying Yes/No are:

- Statements with tag questions.
- Pretending to hear something wrongly (*Did you say New York?*).
- Saying something obviously wrong. (*I'm from Bolivia.* T: *Oh, that's in the Middle East.*)
- Asking if the student nodded, shook his/her head, or said Yes/No, etc.

8. Pair Work. Students practice playing the game in pairs.

9. Have pairs of students come to the front of the class to play the game with each other as "host" and "contestant." Interest may be generated by making it competitive. Let the "contestant" go on until he/she says Yes/No without any time limit or within a 30-second or one-minute limit. The timekeeper or teacher should list the times that students achieve. The "contestant" and "host" then switch roles.

Suggestions for further activities

1. Make sure that books are closed. Ask a question, and have the class call out (or write) as many possible responses as they can, avoiding the words *yes* and *no*, for example:

T: *You're all learning English, aren't you?* C: *We are/That's right/That's correct/Of course/Sure/That's true/Right./Are we?* etc.

Give two or three examples.

2. Have students describe a word game they have seen on television. Explain the rules. If possible, choose one of the games and play it in English.

3. Class survey. Each student asks three others: *What's your favorite TV program?* and writes down the answers. Make a chart on the board to find the most popular programs.

Target structure

(I) *used to (do that)*, but (I) *(don't) anymore*.

Expressions

No way.

Vocabulary

(birthday) card	respect (n)	stay up (late)
candy	will (n)	take (me) to
grandparent	wood	
great-grandparent		nowadays
league	practice (v)	poor
nursing home		

1. Briefly review the previous lesson.

2. Conversation A-B. Have students cover the text. Set up the situation. (Explain that in the United States, nursing homes take some of the responsibility of caring for the aged.) Ask prelistening question: *When will Tom visit his father?* Play the recording or act out as if on the phone. Check answers.

3. Selective repetition of Conversation A-B.

4. Practice:

T: *He never visits him nowadays.*

T: *No, but he used to visit him.*

T: *He never takes him to the movies nowadays.*

T: *No, but he used to take him to the movies.*

T: *He never visits him nowadays.*

C: *No, but he used to visit him.*

Continue:

He never takes him to the movies nowadays.

He never brings his wife nowadays.

He never brings the children nowadays.

He never calls nowadays.

He never sends him cards nowadays.

5. Silent reading of Conversation A-B.

6. Questions and Answers.

Where's Tom's father? Is he young?

Why can't Tom visit him today?

Does he ever visit him? Did he use to?

Does he ever take him to the movies? Did he use to?

Does he ever bring his family? Did he use to?

Did he send a card for his father's birthday?

What's his father going to do?

7. Pair Work on Conversation A-B.

8. Conversation C-D. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *Is Reggie rich or poor?* Play the recording or act out. Check answers.

9. Selective repetition of Conversation C-D.

10. Practice:

T: *baseball player/National League*

T: *He used to be the best baseball player in the National League.*

T: *boxer/the world*

T: *He used to be the best boxer in the world.*

T: *baseball player/National League*

C: *He used to be the best baseball player in the National League.*

Continue

boxer/the world

singer/the United States

actor/Hollywood

soccer player/South America

swimmer/the world

11. Practice:

T: *He stays up late.*

T: *He never used to stay up late.*

T: *He's a playboy.*

T: *He never used to be a playboy.*

T: *He stays up late.*

C: *He never used to stay up late.*

Continue:

He's a playboy.

He's lazy.

He goes to clubs.

He has long vacations.

He goes out.

12. Silent reading of Conversation C-D.

13. Questions and Answers.

Did Reggie use to be a good baseball player? Ask How good?

Is he going to play again?

Is baseball the most important thing in his life? Did it use to be?

What did he use to do every day? What did he never use to do?

Why has his life changed?

14. Pair Work on Conversation C-D.

15. Conversation E-F. Have students cover the text. Set up the situation. Ask prelistening question: *How much does she want?* Play the recording or act out. Check answers.

16. Follow the same procedure as for Conversation A-B, but use the questions in step 17.

17. Questions and Answers.

What is there downtown? Has the daughter seen it?

Does the daughter have enough money to go?

Does she want some money? Ask How much?

Is the mother surprised? Ask Why? What did she use to do?

How did she use to talk to her mother?

18. Pair Work on Conversation E-F.

19. Application.

Have prices changed in (your country)?

When you were young, how much did you use to pay for (the movies/an ice-cream cone/a soccer game)? etc.

Do your parents say, "When I was your age..."?

I used to eat a lot of candy when I was young, but I don't anymore.

What about you?

What things did you use to eat when you were young that you don't eat anymore?

I used to drink a lot of Coca-Cola, but I don't anymore.

What did you use to drink that you don't anymore?

I used to read comic books, but I don't anymore.

I used to	play football, play tennis, swim in the ocean,	but I don't anymore.
-----------	--	----------------------

I used to wear	a school uniform, shorts, white socks,	but I don't anymore.
----------------	--	----------------------

What about you? What did you use to wear? etc.

20. Assign Exercise 1 for written work in class or for homework.

21. Exercise 2. This could be done as a role play, with Student A as the grandparent and Student B as his/her grandchild. Student B asks questions and Student A answers.

See **Suggestions for further activities** on page 95.

- A: Hello, Tom? This is your Dad—your old Dad in the nursing home. Why aren't you here?
- B: Oh, hi, Dad. Uh...I'm very busy. I can't visit you today. Uh...I'm sorry, Dad.
- A: Tom, Tom! You used to visit me. You used to take me to the movies. You used to bring Barbara and the children.
- B: I'm sorry, Dad. We'll come for your
- A: My birthday! It's today! You didn't even send a card. I'm writing a new will!
- C: Reggie, you used to be the best baseball player in the National League. Are you going to come back and play again?
- D: No, I'm not. No way.
- C: Why not?
- D: Well, baseball used to be the most important thing in my life, but it isn't anymore. I used to practice every day. I never used to go out, or eat big meals or stay up late.
- C: Why has your life changed, Reggie?
- D: Well, I was poor then, but I'm not now. I don't need to play baseball anymore!
- E: Mom?
- F: What?
- E: There's a terrific movie downtown.
- F: Really? What is it?
- E: *Spacecop*.
- F: Are you going to see it?
- E: I'd like to. All the other guys are going, but I don't have any money.
- F: OK, OK. How much do you want?
- E: Ten dollars.
- F: Ten dollars! When I was your age I used to get two dollars for the movies!
- E: I know, I know. And you used to walk five miles to school, and you used to cut wood—
- F: And I used to talk to my mother with respect!



Exercise 1

I used to eat a lot of candy when I was young, but I don't anymore.
What about you?
What did you use to do when you were young, that you don't do any more?

Make more sentences.

Exercise 2

Talk about your grandparents (and great-grandparents). How was life different for them? What kind of things did they use to do?

J.P. Powell: Yes, Erica, what is it?

Erica Mills: Bob Hudson wants to speak with you, J.P.

J.P.: I'm very busy right now. Ask him to call back later.

Erica: All right.

J.P.: Oh, and Erica, tell Chris to fax the sales report to the Toronto office.

Erica: OK. Anything else?

J.P.: Yes. Tell Helen not to call her friends on the office phone.

Erica: All right, I will.

Erica: Hello? This is Mr. Powell's assistant again. I'm afraid Mr. Powell's very busy right now. Could you call back later?

Hudson: All right. Thanks.

Erica: Oh, Chris?

Chris: Yes, Erica?

Erica: J.P. wants you to fax this report to Toronto.

Chris: OK. I'll do it later.

Erica: No, Chris. Do it now. I know it's important.

Erica: Helen, did you call your friend on the office phone yesterday?

Helen: Well...uh...yes. I did. But it was urgent.

Erica: I think J.P. heard you. He wasn't very pleased about it. Don't use the office phone for personal calls, OK?

Helen: Yes. OK, Erica. I won't do it again. I'm sorry.

J.P.: Erica, did you speak with Bob Hudson?

Erica: Yes, I did. I asked him to call back. He says he'll call you later.

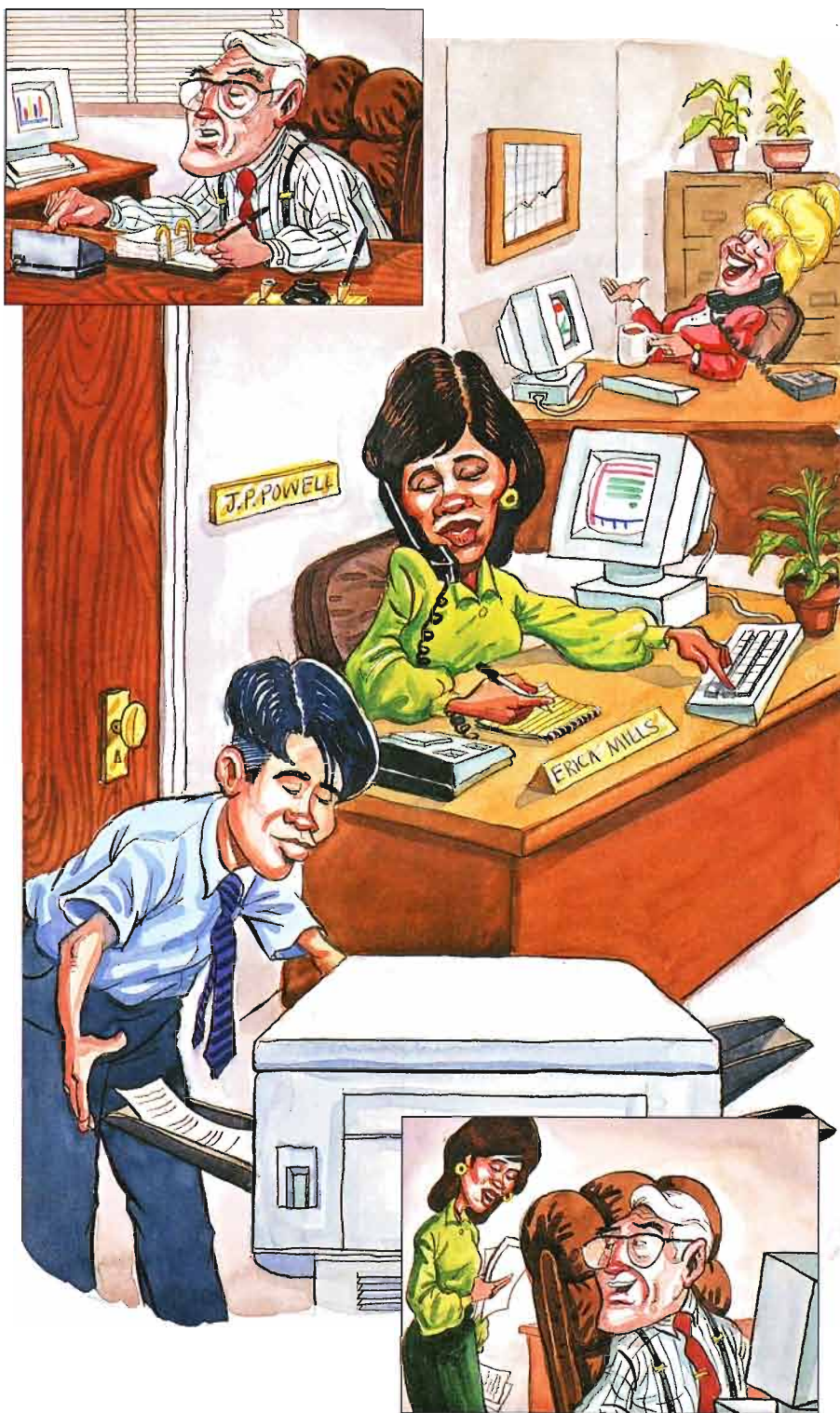
J.P.: Fine. Has Chris faxed that report yet?

Erica: Not yet, but I told him to do it immediately. I think he's doing it now.

J.P.: Good. Did you tell Helen not to call her friend from here?

Erica: Yes, I told her not to use the office phone for personal calls. She says she won't do it again. I'm sure she won't.

J.P.: Well, I hope you're right. Her friend is working in Saudi Arabia!



Look at this:

"Ask him to call back later."

"Could you call back later?"

She asked him to call back later.

"Tell her not to use the telephone."

"Please don't use the telephone."

She told her not to use the telephone.

Exercise

"I can't do it." (he says)

He says he can't do it.

1. "That'll be all right." (she thinks)
2. "It's important." (we know)
3. "He's busy." (I'm afraid)
4. "She won't do it again." (she's sure)
5. "She called her boyfriend." (she's sorry)
6. "Her friend is living in Saudi Arabia." (they say)

Target structures

Indirect commands:

Ask	(him)	to	(do that).
Tell		not to	

(He)	asked	(him)	to	(do that).
	told		not to	

Indirect statements with the original tense retained in the subordinate clause:

He says/thinks/knows/hopes/is afraid/is sure/is sorry he can('t) go.

Vocabulary

assistant	call back	busy
office phone	fax (v)	pleased about
personal call		urgent
report (n)	right now	

1. Briefly review the previous lesson.

2. Conversation 1 (J.P. and Erica). Focus attention on the top picture. Have students cover the text. Set up the situation. Play the recording or act out.

3. Selective repetition of Conversation 1.

4. Practice:

T: He wants him to call back later.

T: Ask him to call back later.

T: He wants her to come back tomorrow.

C: Ask her to come back tomorrow, etc. (See step 11.)

5. Practice:

T: He wants Chris to fax the sales report.

T: Tell him to fax it.

T: He wants Helen to make the coffee.

C: Tell her to make it, etc.

6. Practice:

T: She often calls her friends.

T: Tell her not to call her friends.

T: She often arrives late.

T: Tell her not to arrive late.

T: She often calls her friends.

C: Tell her not to call her friends.

Continue:

She often arrives late.

She often dresses poorly.

She often types carelessly.

She often goes home early.

She often makes mistakes.

7. Silent reading of Conversation 1.

8. Pair Work on Conversation 1.

9. Conversation 2 (Erica and Hudson). Focus attention on the middle picture. Have students cover the text. Set up the situation. Play the recording or act out as if on the phone.

10. Selective repetition of Conversation 2.

11. Practice (use polite register):

T: Ask him to call back later.

T: Could you call back later?

T: Ask her to come back tomorrow.

T: Could you come back tomorrow?

T: Ask him to call back later.

C: Could you call back later?

Continue:

Ask her to come back tomorrow.

Ask them to wait.

Ask him to fax the letters.

Ask her to type some letters.

Ask them to do it immediately.

12. Silent reading of Conversation 2.

13. Pair Work on Conversation 2.

14. Application. Ask students, politely, to perform actions, e.g., *Could you open the window? Could you stand up?* Have them ask you, politely, to perform similar actions. Then have them ask each other.

15. Conversation 3 (Erica and Chris). Follow the same procedure as for Conversation 1, but include step 16.

16. Practice (use a formal register):

T: Tell Chris to fax the sales report.

C: Fax the sales report, please.

Continue: Tell Helen to make the coffee, etc.

17. Application. Follow the same procedure as in step 14, but use the formal register, e.g., *Open the window, please.*

18. Conversation 4 (Erica and Helen). Proceed as in step 9.

19. Selective repetition of Conversation 4.

20. Practice (formal register):

T: Tell her not to call her friends.

T: Please don't call your friends....Repeat.

C: Please don't call your friends.

T: Tell her not to arrive late, etc. (See step 6 for ideas.)

21. Silent reading of Conversation 4.

22. Pair Work on Conversation 4.

23. Application. Follow the same procedure as in step 14, but use the formal register to tell students not to do things, e.g., *Please don't talk. Please don't look at your books, etc.*

24. Conversation 5 (J.P. and Erica). Focus attention on the bottom picture and proceed as in step 2.

25. Selective repetition of Conversation 5.

26. Practice:

T: I asked him to call back later.

T: she

T: She asked him to call back later.

T: told

T: She told him to call back later.

T: me

T: She told me to call back later.

T: I asked him to call back later....Repeat.

C: I asked him to call back later.

Continue:

she

told

me

they

us

asked

he

her

told

27. Practice:

T: I'm busy right now. (he says)

T: He says he's busy right now.

T: That'll be all right. (she thinks)

T: She thinks that'll be all right.

T: I'm busy right now. (he says)

C: He says he's busy right now.

Continue:

That'll be all right. (she thinks)/I'll do it later. (he says)/Mr. Powell is busy at the moment. (she's afraid)/It was urgent. (she says)/I won't do it again. (she says)/I'm sorry. (she says)/He's doing it now. (she thinks)

28. Application.

T: It's going to rain...I think. S: You think it's going to rain.

T: I'll be rich...I hope. S: You hope you'll be rich, etc.

29. Assign the exercise to be done in class or at home.

See **Suggestions for further activities** on page 95.

Target structures

Review and reinforcement:
Past simple/used to

Expressions

Hello there!

Vocabulary

border	become	empty
customs officer	laugh (v)	quiet
road	retire	suspicious
smuggler	search (v)	
traveler	smuggle	once (a week)
truck		

1. Briefly review the previous lesson.

1. Text. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *Where did Latka work? What did he find in Spevna's truck?* Play the recording or read aloud. Check answers.

3. Silent reading of the text.

4. Questions and Answers.

What was Latka's job?

Did he use to work in a big city? Ask Where?

Was there much work? Ask Why not?

The road was usually quiet, wasn't it?

There weren't many travelers, were there?

It wasn't a very interesting job, was it?

What kind of life did Latka like?

Do you like an easy life?

Who did Latka use to meet? Ask How often?

He used to arrive early, didn't he?

What did he use to drive?

The truck was never full, was it?

Latka used to search the truck, didn't he? Ask Why?

What did he find?

What did he ask Spevna about one day?

Spevna laughed, didn't he?

Did he say, "I'm a policeman"? What did he say?

Is Latka a customs officer now?

He used to be, didn't he?

Where is he now?

He moved to the U.S., didn't he? Ask When?

Where was he having dinner one night?

He saw Spevna there, didn't he?

Where was Spevna sitting?

Was he drinking coffee? Ask What?

5. Conversation. Have students cover the text. Set up the situation. Ask prelistening question: *Was Spevna a smuggler?* Play the recording or act out. Check answers.

6. Selective repetition of the conversation.

7. Practice:

T: I

T: I used to be, but I'm not anymore.

T: he

T: He used to be, but he isn't anymore.

T: I

C: I used to be, but I'm not anymore.

Continue:

he

she

we

they

you

9. Pair Work on the conversation.

10. Retelling Text with cues.

Latka/customs officer

he/small border town

it/busy town and there/much work

the road/usually/quiet/and there/travelers

it/not/interesting job, but Latka/easy life

about once/he/old man

his name/Spevna

he/arrive/border/truck

the truck/empty

after a while Latka/suspicious

he often/truck, but he/anything

one day he/Spevna/job

Spevna laughed/smuggler

last year Latka.../the United States

one night/dinner/Los Angeles

on the other side/Spevna/champagne

Latka/to him

11. Retelling Conversation (Complete my statement.).

Use the recording or read with pauses, as follows:

Latka: Hello there!

Spevna: Hi!

Latka: Do you...?

Spevna: Sure.... You're a....

Latka: I used.... I'm...anymore. I...last year and I...now.

I often used to....

Spevna: But you never....

Latka: No, I.... Can I...?

Spevna: Of course....

Latka: Were you a...?

Spevna: Of course....

Latka: But the truck was.... What...?

Spevna: ...!

12. Application.

Have you been abroad? Ask him/her.

Did you stop at customs? Did you feel nervous? Ask him/her.

Were they polite/friendly?

Did they search you? Have they ever searched you?

Did they find anything? Ask what?

What do you think people smuggle? Ask Why? Ask Where to?

What do you think the customs officers are interested in? Why?

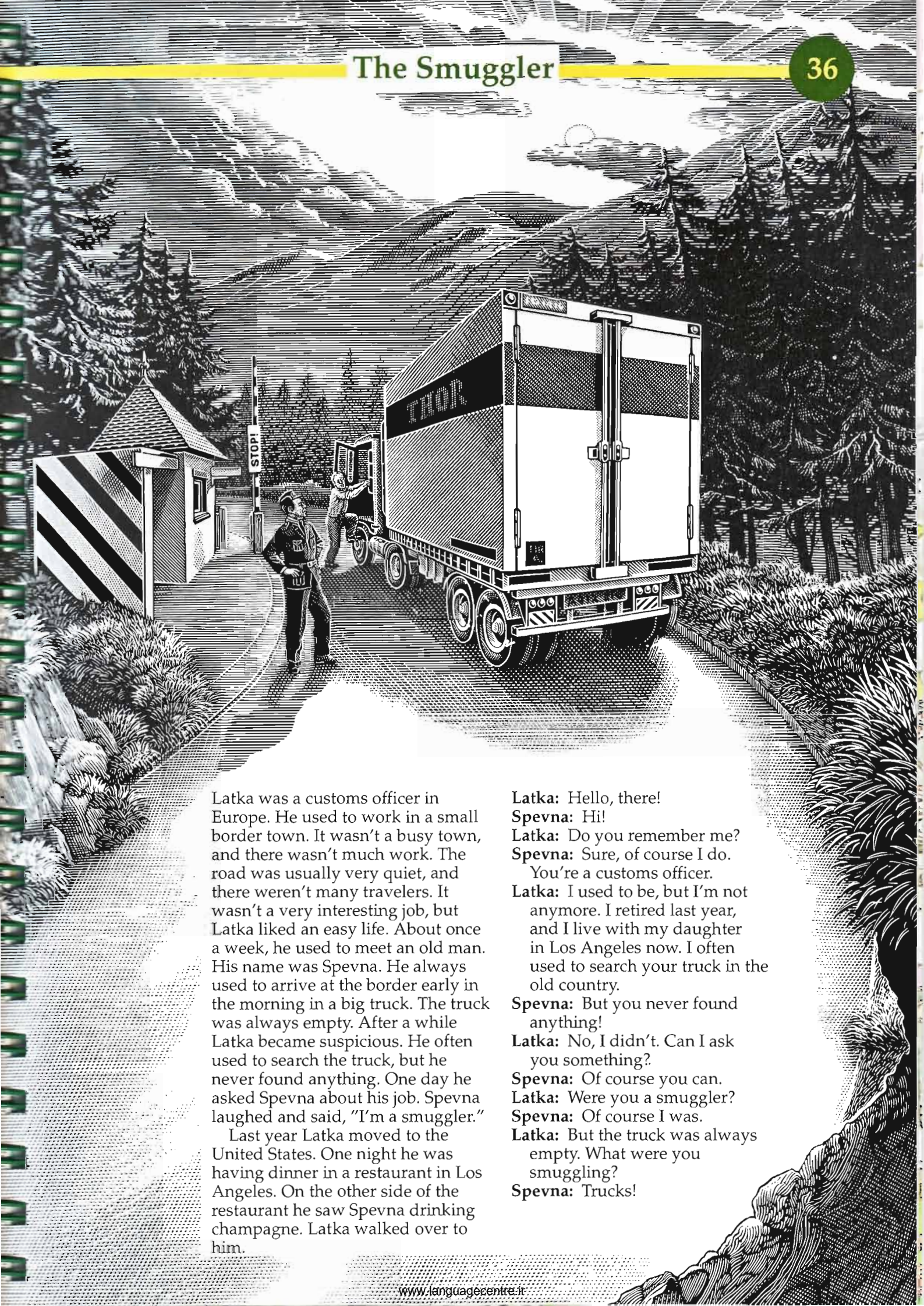
Suggestions for further activities

1. Say: *Latka used to be a customs officer but now he's retired.* Then have pairs of students list the things he used to do, e.g., *He used to catch smugglers.*

Say: *Spevna used to be a smuggler.* Students make a list of things Spevna used to do, e.g., *He used to drive a truck.*

2. Role play. Students role play Latka and Spevna and continue the conversation from the point where it ends in the Student Book.

3. Discussion. *Is smuggling a problem in this country? What do people smuggle, and how? How do the customs officers try to stop it? Would you like to be a customs officer? Why/ why not? etc.*



Latka was a customs officer in Europe. He used to work in a small border town. It wasn't a busy town, and there wasn't much work. The road was usually very quiet, and there weren't many travelers. It wasn't a very interesting job, but Latka liked an easy life. About once a week, he used to meet an old man. His name was Spevna. He always used to arrive at the border early in the morning in a big truck. The truck was always empty. After a while Latka became suspicious. He often used to search the truck, but he never found anything. One day he asked Spevna about his job. Spevna laughed and said, "I'm a smuggler."

Last year Latka moved to the United States. One night he was having dinner in a restaurant in Los Angeles. On the other side of the restaurant he saw Spevna drinking champagne. Latka walked over to him.

Latka: Hello, there!

Spevna: Hi!

Latka: Do you remember me?

Spevna: Sure, of course I do.

You're a customs officer.

Latka: I used to be, but I'm not anymore. I retired last year, and I live with my daughter in Los Angeles now. I often used to search your truck in the old country.

Spevna: But you never found anything!

Latka: No, I didn't. Can I ask you something?

Spevna: Of course you can.

Latka: Were you a smuggler?

Spevna: Of course I was.

Latka: But the truck was always empty. What were you smuggling?

Spevna: Trucks!



Interviewer: Good afternoon.
Mrs. Archer?

Rita: Yes?

Int: I'm from Channel Five TV.
We're doing a survey.

Rita: Oh, really?

Int: Could I ask you a few
questions?

Rita: Well, uh...

Int: First, did you watch TV last
night?

Rita: Yes, after dinner. From
about seven o'clock.

Int: And did you watch any of
our programs?

Rita: Yes, most of the evening.
Till eleven.

Int: So you saw *Animals in Focus*.
What did you think of it?

Rita: It was very interesting. I
like wildlife programs.

Int: So you're interested in
wildlife?

Rita: Uh-huh. That kind of
program always interests me.
It's very difficult to film
animals, you know.

Int: What about your husband?
Did he watch it?

Rita: Only for about five
minutes. He's not interested
in animals.... Look, I'm very
sorry, but I have to pick up
the kids from school. Are
there many more questions?

Int: Oh, I'm sorry. I'll give you
the questionnaire. Could you
and your husband complete it
and mail it to us?

Rita: Sure.

Look at this:

I'm bored.	It's boring.
He's interested.	It's interesting.
She's worried.	It's worrying.
We're frightened	It's frightening.
You're amused.	It's amusing.
They're shocked.	It's shocking.
I'm embarrassed.	It's embarrassing.
I'm annoyed.	It's annoying.

Exercise

Look at Rick and Rita's comments. Look at the chart.
Complete columns 1 and 2 for Rita and Rick.

MARKET RESEARCH SURVEY	
Programs - March 23 (Evening) Comments from - Mr. & Mrs. Archer, 1726 Baird Way, Kansas City	
PROGRAM	COMMENTS
7:00 ANIMALS IN FOCUS Popular wildlife series	Rita: Very interesting. Rick: Boring. I watched 5 minutes, then washed the dishes.
7:30 A LAUGH A MINUTE Comedy and cabaret with Lenny Hill	Rita: Embarrassing. Too many sexist jokes. Not funny at all. Rick: Funniest thing I've ever seen. Very amusing.
8:00 TEXAS, TEXAS More drama in the lives of the millionaire Colyer family	Rita: My favorite program. I can't wait for next week's episode. Rick: Boring. I'm not interested in soap operas.
9:00 SPECIAL REPORT Violence in the cities	Rita: Frightening. Rick: Shocking.
10:00 CHANNEL FIVE NEWS	Rita: Worrying news about the satellite. I hope it doesn't fall on a city. Rick: Annoying news about gas prices.
10:30 LATE NIGHT HORROR <i>The Blood of Frankenstein</i> Starring Vincent Costas	Rita: I love old horror movies. Very amusing. Rick: I couldn't sleep after this. Too frightening for me.

Listening

Listen to the interview with Mrs. Zimmerman. Complete column 3 for her.

PROGRAM	Rita (1)	Rick (2)	Mrs. Zimmerman (3)
Animals in Focus	She was interested.	He was bored.	She was amused.
A Laugh a Minute			
Texas, Texas			
Special Report			
Channel Five News			
Late Night Horror			

Target structures

I'm bored.	It's boring.	It bores me.
He's interested.	It's interesting.	It interests him.
She's worried.	It's worrying.	It worries her.
We're frightened.	It's frightening.	It frightens us.
You're amusing.	It's amusing.	It amuses you.
They're shocked.	It's shocking.	It shocks them.
I'm embarrassed.	It's embarrassing.	It embarrasses me.
I'm annoyed.	It's annoying.	It annoys me.

Vocabulary

animal	joke (n)	complete (v)
blood	millionaire	fall (v)
cabaret	program	film (v)
channel	questionnaire	mail (v)
comedy	satellite	
comment	series	favorite
drama	soap opera	funny
episode	survey	popular
gas	violence	sexist (adj)
horror movie	wildlife	

1. Briefly review the previous lesson.

2. Conversation. Have students cover the text. Set up the situation. Ask prelistening questions: *What did Rita think of "Animals in Focus"? What did her husband think?* Play the recording. Check answers.

3. Selective repetition of the conversation.

4. Silent reading of the conversation.

5. Questions and Answers.

Who answered the door?

Which television company does the interviewer work for? Why is she there?

Did Mrs. Archer watch any television last night? She saw "Animals in Focus," didn't she?

What did she think of it?

It isn't easy to film animals, is it? It's difficult, isn't it?

Did her husband watch the program? Ask How long? Ask Why? Are you? Ask him/her/each other.

Why is she in a hurry? What are she and her husband going to do?

6. Market Research Survey. Focus attention on the survey. Silent Reading.

7. Questions and Answers.

What's the date? What's their address? Who enjoyed "Animals in Focus"? Who only watched for 5 minutes? Why? (Point out: It was boring/He was bored/It bored him. All are acceptable.)

What kind of program is "A Laugh a Minute"? Who didn't like it? Ask Why? What did Rick think?

What kind of program is "Texas, Texas"? Who enjoyed it? Did Rick enjoy it? Why not?

What was on at 9 o'clock? Who was shocked? Who was frightened? What was it about?

What time was the news? Who was worried about the satellite? Why was Rick annoyed?

What was the late-night horror film? Who was frightened? Who was amused?

8. Exercise. Focus attention on the exercise. Have students look back at the survey and complete columns 1 and 2.

9. Listening. Explain the task. Play the recording. Students complete column 3 of the chart. Students compare answers in pairs. Play the recording again.

10. Go over the answers with the class.

11. Application (+ Ask her/him/me/each other.). Focus attention on the survey again. Ask questions:

Do you watch television? Ask How often? How many hours a day/week do you watch?

Do you like wildlife programs? Why/Why not?

Can you remember a very good wildlife program?

What was it about? Tell us about it.

What do you think about comedy programs? Which ones do you like? Do sexist jokes embarrass you? Why/Why not?

Are you interested in soap operas? Which ones? Tell us about the story. Does it interest/bore/amuse/shock you?

Does violence on TV worry you? What sort of programs show violence (documentaries, police programs, cartoons, cowboy films, the news, football, etc.)?

Do you watch the news every day? Did you watch the news last night? What was on? Was there anything interesting/shocking/worrying/annoying?

Have you ever seen a horror movie? Do you like horror movies?

Do they frighten you? Do you think they're shocking? Are you amused?

Tell us about the most frightening movie you have ever seen.

12. Pair Work. Students look at the survey. Student A is an interviewer. Student B is an interviewee who has seen the programs. Role play an interview.

13. Students number the programs from 1 to 6 (1 = the program they'd like to see most; 6 = the program they'd like to see least). Draw up a popularity ratings chart for the class.

Suggestions for further activities

1. Scrambled words. Write up these scrambled spellings of verbs from Unit 37. Students work in pairs to unscramble them.

rwoyr (worry), useam (amuse), rebo (bore), nhfigetr (frighten), eetrsin (interest), yanon (annoy), cokhs (shock), sarsaebmr (embarrass).

2. Tell students to write down the following:

One. Something that frightens you.

Two. Something that worries you.

Three. Something that annoys you.

Four. Something that embarrasses you.

Five. Something that amuses you.

Six. Something that bores you.

Seven. Something that interests you.

Eight. Something that shocks you.

Students compare their lists in pairs and report back to the class. Do a comparison on the board, and discuss common/unusual fears, worries, interests, etc.

Target structures

(You) | should | (do that).
| shouldn't | .

Expressions

Believe me,... a couple of (days) How's it going? What's up?

Vocabulary

advice	Sweet 'n Low	prefer
class	weather	take (days off)
fruit	yogurt	
gym		fit
health	get (a raise)	healthy
jeans	go (on a diet)	low-fat
kind (of)	go out	tight
spread	lose (weight)	

1. Briefly review the previous lesson.

2. Conversation 1 (Nick and Keith). Focus attention on the top picture. Have students cover the text. Set up the situation. Ask prelistening question: *Why is Keith unhappy?* Play the recording or act out. Check answers.

3. Selective repetition of Conversation 1.

4. Practice:

T: *he*
T: *He should go on a diet.*
T: *I*
T: *I should go on a diet.*
T: *he*
C: *He should go on a diet.*

Continue:

I
we
she
they
you

5. Practice:

T: *salad*
T: *You should eat lots of salad.*
T: *fruit*
T: *You should eat lots of fruit.*
T: *salad*
C: *You should eat lots of salad.*

Continue:

fruit
vegetables
yogurt
apples
chicken

6. Practice:

T: *bread*
T: *You shouldn't eat bread.*
T: *alcohol*
T: *You shouldn't drink alcohol.*
T: *bread*
C: *You shouldn't eat bread.*

Continue:

alcohol
cookies
potatoes
chocolate
beer
ice cream

7. Focus attention on Conversation 1. Play the recording or act out. Students look and listen.

8. The teacher takes the part of Nick. The class in chorus take the part of Keith. Go through the conversation. Repeat the procedure, with the teacher taking the part of Keith and the class the part of Nick.

9. Silent reading of Conversation 1.

10. Pair Work on Conversation 1.

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 Student Book.

12. Conversation 2 (Yoko and Dario). Follow the same procedure as for Conversation 1, but include prelistening question: *What is Dario worried about?* Check answers.

13. Practice:

T: *He's worried about something.*
T: *What's he worried about?*
T: *He's worried about something.*
C: *What's he worried about?*

Continue:

They're worried about something.
I'm worried about something.
She's worried about something.
The students are worried about something.

14. Practice:

T: *You should go somewhere.*
T: *Where should I go?*
T: *You should do something.*
T: *What should I do?*
T: *You should go somewhere.*
C: *Where should I go?*

Continue:

You should do something.
You should visit someone.
You should buy something.
You should speak to somebody.
You should talk about something.

15. Conversation 3 (Karen and Brian). Follow the same procedure as for Conversation 1, but include prelistening question: *Why is Brian tired?* Check answers.

16. Practice:

T: *You should take a few days off.*
T: *Yes, I know I should.*
T: *You shouldn't eat chocolate.*
T: *No, I know I shouldn't.*
T: *You should take a few days off.*
C: *Yes, I know I should.*

Continue:

You shouldn't eat chocolate.
You should practice your English.
You shouldn't drink so much coffee.
You should go to the dentist twice a year.

17. Practice:

T: *you*
T: *You're going to kill yourself!*
T: *he*
T: *He's going to kill himself!*
T: *you*
C: *You're going to kill yourself!*

Continue:

he
they
she
I
we

18. Application. Say:

I've got a friend. He wants to lose weight. What should he do?
What shouldn't he do?
I've got a friend. She's just lost her driver's license/passport.
I've got a friend. He's got a toothache.
I've got a friend. She works too hard.
I've got a friend. He wants to go on an interesting vacation.
I've got some friends. They want to learn Japanese.
I've got a friend. He's very lonely.
I've got a friend. He wants to be a millionaire—quickly.
I've got a friend. He coughs all the time, etc.

19. Go through the exercise orally. Assign it for written work in class or for homework.

See **Suggestions for further activities** on page 96.

Nick: Hi, Keith. How's it going?

Keith: Oh, hi.

Nick: You don't look very happy. What's up?

Keith: Oh, nothing really. I bought these jeans about two weeks ago, and they're too tight. I have to lose weight.

Nick: Maybe you should go on a diet.

Keith: Sure, but what kind of a diet?

Nick: You should eat lots of salad and fruit.

Keith: I hate salad. I prefer meat, and french fries...and I love candy!

Nick: There you go! You shouldn't eat too much meat, and you shouldn't eat candy at all.

Keith: I know, Nick. Believe me, I know!

Yoko: What's the matter, Dario? You're very quiet today.

Dario: I'm worried about my English.

Yoko: What's the problem?

Dario: I'm not practicing enough.

Yoko: Why not?

Dario: Well, it's hard to meet Americans.

Yoko: You should go out more.

Dario: Where should I go?

Yoko: Maybe you should join a gym or take a class.

Dario: Americans never speak to me.

Yoko: Well, you should speak first.

Dario: What can I talk about?

Yoko: Sports! They're always interested in sports!

Karen: Hello, Brian. You look tired today.

Brian: Yes, I'm working too hard.

Karen: You should take a few days off.

Brian: I know I should, but we're just too busy. I'm working twelve hours a day.

Karen: Twelve hours a day! You're going to kill yourself!

Brian: What else can I do?

Karen: Maybe you should quit.

Brian: I can't. I need the money.

- ✓ salad
- ✗ red meat
- ✓ vegetables
- ✗ candy
- ✓ mineral water
- ✗ soda
- ✓ fish
- ✗ french fries
- ✓ fruit
- ✗ cookies
- ✓ low-fat yogurt
- ✗ ice cream
- ✓ low-fat spread
- ✗ butter
- ✓ sweetener
- ✗ sugar



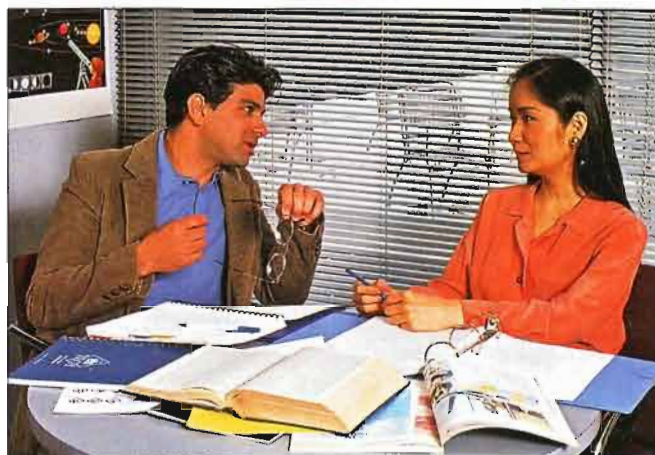
What's the matter?
What's the problem?
What's up?
What's wrong?

join a gym
take a class
go on a trip

sports
the weather
health
your country

a few days
some time
a couple of days
a week

12 hours a day
6 days a week
7 days a week
52 weeks a year



Exercise

Make sentences with *should* and *shouldn't*:

1. Your friend wants to lose weight.
2. Someone wants to learn your language.
3. Your friend wants to be a millionaire.
4. Someone wants to meet new friends.
5. Your friend wants to be fitter and healthier.
6. Someone wants to get a raise.

Every year *U S News* gives awards for bravery. This year's winners are waiting to collect their awards. Look at the picture, then read the newspaper extracts. Can you guess who the winners are? Find the people in the picture.



1 TWINS SAVE BOY

Nine-year-old Darryl Magnusson is the luckiest boy alive! Darryl was playing on a frozen lake when the ice broke and he fell through. Fifteen-year-old twins, Mandy and Marie Fox, heard his cries. Mandy held Marie's feet while Marie lay on the ice and pulled him out.

2 SHOCK FOR ROBBER

A robber got a shock when he tried to rob the store of seventy-eight-year-old Mrs. Flora Dobson. She hit the robber with her walking stick, knocked him out, locked the door of the store, and called the Chicago police.

3 TRUCK DRIVER HERO

Forty-year-old truck driver, Mack Foden, is the hero of the Colorado town of Silver Springs. He was driving down the hill into town when his truck caught fire. The truck was carrying gasoline. Mack drove the truck off a bridge into the river. He is in the Silver Springs Medical Center.

4 TRAVIS FREE—KIDNAPPERS ARRESTED

Travis Barnes, the eighteen-year-old son of billionaire Texas oil man, J.R. Barnes, is free again! He escaped from a house in Lubbock early this morning. Travis climbed out of a window and called 911. The kidnappers were still in bed when the police arrived. Travis's first question to police was, "Will I get the million dollar reward?"

5 DOG DOES IT AGAIN!

Old Shep has done it again. Old Shep, a black and white sheepdog, barked loudly when he smelled smoke at his home in Oxford, Mississippi. Everyone was able to get out before the house burned to the ground. Last year Shep saved the lives of the Faulkner family when their trailer caught fire on Highway 55 outside of town.

6 MOUNTAIN RESCUE DRAMA

Sam and Jasmine Chang saved their father's life after an accident on Overlook Mountain near Woodstock yesterday. David Chang was walking on the mountain with his teenaged children when he fell and knocked himself out. It was snowing heavily, but Sam and Jasmine managed to carry him down the mountain to safety.

Target structures

Relative clauses (1):

It's | the one that (does it).

He's

She's

That's

They're | the ones that (do it).

Vocabulary

award

billionaire

bravery

bridge

cry

extract

gasoline

hero

hill

ice

kidnapper

leg

medical center

mountain

oil

pair

reward

river

robber

safety

sheepdog

shock

trailer

twins

walking stick

winner

announce

arrest

bark

burn (to the ground)

catch fire

climb

collect

escape

get out

knock out

present

pull

save (life)

snow (v)

alive

brave

free

frozen

teenaged

after

outside of

through

while

Note: At this stage *who* and *which* are not used, although they appear later in the series.

1. Briefly review the previous lesson.

2. Introductory text. Focus attention on the picture. Set up the situation. Explain U.S. News annual bravery awards. Silent reading of introductory text.

3. Focus attention on the six newspaper extracts. Explain that these are the stories behind the awards.

4. Text 1: "Twins Save Boy." Silent Reading.

5. Questions and Answers.

What's the boy's name? How old is he?

Where was he playing? What happened when the ice broke?

Who heard his cries? How did they save him?

6. Text 2: "Shock for Robber." Silent Reading.

7. Questions and Answers.

What did the robber try to do?

What was the lady's name? How old was she? What did she do?

8. Text 3: "Truck Driver Hero." Silent Reading.

9. Questions and Answers.

What's the man's name? How old is he? What does he do?

When did his truck catch fire? What was the truck carrying?

What did he do? What would have happened had he not driven off the bridge? Where is he?

10. Text 4: "Travis Free—Kidnappers Arrested." Silent Reading.

11. Questions and Answers.

How old is Travis Barnes? What did he do this morning?

How did he escape? What did he do when he escaped?

What was Travis' first question to police?

12. Text 5: "Dog Does it Again!" Silent Reading.

13. Questions and Answers.

What's the dog's name? Describe it.

What did he do when he smelled smoke?

How many people escaped?

Has Shep done it before? What did he do?

14. Text 6: "Mountain Rescue Drama." Silent Reading.

15. Questions and Answers.

What are the children's names? How old are they?

What's their father's name? What was he doing when he knocked himself out?

What was the weather like? What did the children do?

16. In pairs, students match the extracts to the people in the large picture. Go over the answers.

(continued)

17. Conversation. Focus attention on the picture of David Burns and Senator Adams. Have students cover the text. Set up the situation. Play the recording.

18. Selective repetition of the conversation.

19. Practice:

T: *she*

T: *She's the one that did it.*

T: *they*

T: *They're the ones that did it.*

T: *she*

C: *She's the one that did it.*

Continue:

they

he

I

you (singular gesture)

we

it

20. Practice:

T: *she*

T: *Is she the one that did it?*

T: *they*

T: *Are they the ones that did it?*

T: *she*

C: *Is she the one that did it?*

Continue:

they

you (singular gesture)

you (plural gesture)

he

it

they

21. Practice:

T: *Is she the woman that knocked him out?*

T: *Yes, she's the one that knocked him out.*

T: *Are they the twins that saved the boy?*

T: *Yes, they're the ones that saved the boy.*

T: *Is she the woman that knocked him out?*

C: *Yes, she's the one that knocked him out.*

Continue:

Are they the twins that saved the boy?

Is it the stick that knocked him out?

Is he the man that crashed his truck?

Are they the girls that heard his cries?

Is she the girl that pulled him out?

22. Practice. Repeat step 21, this time changing the prompts, for example:

T: *Did she knock him out?*

C: *Yes, she's the one that knocked him out.*

23. Silent reading of the conversation.

24. Questions and Answers.

Who is Mrs. Dobson? (to elicit: *She's the woman that knocked out a robber.*)

Who is Mack Foden?

Who are Mandy and Marie Fox?

25. Refer students to the newspaper extracts on the previous page. Tell them to read quickly through them again.

26. Questions and Answers (as in step 24).

Who is Travis Barnes?

What is Shep?

Who are Sam and Jasmine Chang?

27. Focus attention on the large group picture again. Ask: Which one is Flora Dobson? (to elicit: *She's the one that's holding a walking stick.*)

Continue:

Which ones are Mandy and Marie?

Which one is Joseph Foden?

Which one is Travis Barnes?

Which ones are Sam and Jasmine Chang?

Which one is Shep's owner?

Which one is the senator?

Which one is David Burns?

28. Continue:

Who's the one that's holding a walking stick? (to elicit: Flora Dobson's the one that's holding a walking stick.)

Who's the one that's wearing a Stetson hat?

Who are the ones that are wearing yellow dresses?

Who's the one that's holding Shep?

Who's the one that's wearing a cap?

Who are the ones that are wearing blue sweaters?

Who's the one that's talking to David Burns?

Who's the one that's listening to the senator?

29. Pair Work. Students question each other about the picture as in steps 27 and 28.

30. Application. Tell individual students to do certain things:

(Maria), open the window!

(Yoshi), open the door!

(Yoko), stand up!

(Carlos), open your book!

(Anna), give me some money! etc.

Then feign ignorance:

T: *(Maria)? Who's (Maria)?*

S: *She's the one that opened the window.*

31. Additional Application.

T: *Christopher Columbus? Who was Christopher Columbus?*

S: *He's the man that went to America in 1492.*

Continue with these names:

Neil Armstrong/Shakespeare/Lee Harvey Oswald/Beethoven/

John Lennon, etc.

32. Exercise. Go through the exercise orally. Assign it for written work in class or for homework.

Suggestions for further activities

1. Game. Each student tells you one thing that he/she regularly does, for example: S1: *I play tennis.* S2: *I go dancing.* When everyone has told you something, play a memory game. T: *Who's the one that plays tennis?* S3: *(S1)'s the one that plays tennis,* etc. If no one can remember, S1 will say: *I'm the one that plays tennis.* Students can then work in pairs trying to recall what other members of the class said.

2. Ask about stores and restaurants in the area, for example: T: *Do you know (Smith's)?* to elicit: S1: *Yes, that's the one that sells (books), etc.*

3. Write these names on the board:

(a) *Magellan/Columbus/Amerigo Vespucci*

(b) *Yukio Mishima/Seiko Matsuda/Emperor Hirohito*

(c) *Ronald Reagan/Clint Eastwood/Robert De Niro*

(d) *Lenin/Mao Tse-tung/Ho Chi Minh*

(e) *Michaelangelo/Leonardo da Vinci/Picasso*

Ask questions about the lists and get students to continue in pairs, for example: T: *Which one painted the Mona Lisa?* S1: *Leonardo's the one that painted the Mona Lisa,* or T: *Who was Leonardo da Vinci?* S2: *He's the one that painted the Mona Lisa.*

The list could be amended and extended to fit local circumstances.

Congratulations!

David: I'm David Burns, and I'm going to announce the winners. Senator Cheryl Adams is going to present the awards. And our first winner is 78-year-old Mrs. Flora Dobson. You all remember her. She's a very brave woman! She's the one that knocked out a robber with her walking stick. Step over here, Mrs. Dobson!



Senator: Congratulations, Mrs. Dobson. Is that the stick that knocked him out?

Mrs. Dobson: Pardon me? Oh, yes. This is the one, all right. This is the one that knocked him out. I hit him like this....

Senator: Oh, dear. You won't hit me, will you?

David: Well, thank you, Mrs. Dobson.

Mrs. Dobson: Pardon me?

David: Thank you, thank you. And our second winner is Mr. Mack Foden. He's the one that drove his truck into Silver Creek, and saved a town.

Senator: Congratulations, Mr. Foden. You were very brave. How's your leg?

Mr. Foden: Not too bad now. Thank you, Senator.

David: And now we have a pair of twins. Mandy and Marie Fox from Wisconsin. You all remember them. They're the ones that pulled a nine-year-old boy from a frozen lake last January.

Senator: Well done. Which one of you is Mandy, and which one's Marie?

Mandy: I'm Mandy.

Marie: And I'm Marie.

David: Next we have...

Exercise

Look at this:



1A Two girls saved a boy.



1B Are these the girls?

Yes, they're the girls that saved a boy.



2A A truck went into the river.



2B Is that the truck?

Yes, that's the truck that went into the river.

Continue:



3A A man escaped.



3B Is that the man?



4A A dog saved a family.



4B Is that the dog?



5A Two children carried their father down a mountain.



5B Are those the children?



6A The letters arrived last week.



6B Are those the letters?

Steve: Hi, Amber. Is the boss in?

Amber: Yes, Steve. Ms.

Arnold's in her office, and she's waiting for you.

Steve: Oh. Has she been waiting long?

Amber: Yes, she has. She got in at twenty to ten.

Steve: Twenty to ten! So she's been waiting for twenty minutes. Wow! I'm in trouble.

Amber: Well, she isn't very happy.

Alice: Well, Vera Parker. Hello! Are you waiting to see Doctor Lightfoot?

Vera: Hi, Alice. Yes, I am.

Alice: How long have you been waiting?

Vera: Well, let's see. I've been waiting since nine o'clock.

Alice: So you haven't been waiting long. It's only ten after nine.

Vera: Right, I haven't. I've been reading this magazine. There's an interesting article here about operations.

Alice: You shouldn't read that, Vera. You'll be worried.

Vera: No, I won't. I enjoy medical articles, you know. I've been reading about heart surgery. There are some great pictures! Look!
Alice...Alice...are you OK?

Sally: Dan, call the waiter again!

Dan: I've been trying to call him, Sally.

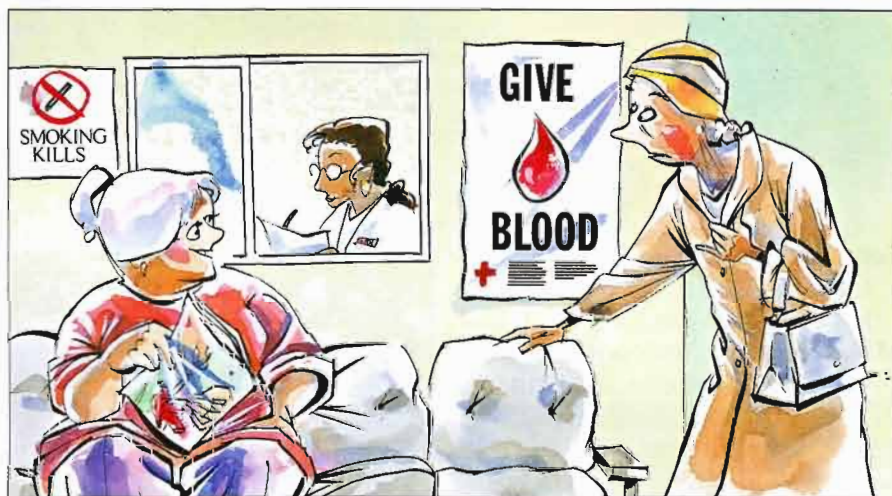
Sally: But, Dan, we've been sitting here for twenty minutes, and I'm not going to wait any longer.

Dan: I'm sorry, Sally, but he's talking to that woman.

Sally: Yes, I see. He's been talking to her since we came in. Excuse me! Waiter!

Waiter: Yes, ma'am. Do you want your check?

Sally: The check! We haven't seen the menu yet!



Exercise

She's waiting. She arrived five minutes ago.

She's been waiting for five minutes.

They're waiting. They arrived at nine o'clock.

They've been waiting since nine o'clock.

Continue.

1. He's sitting in the chair. He sat down ten minutes ago.

2. They're watching TV. They turned it on at eight o'clock.

3. He's writing a letter. He started fifteen minutes ago.

4. She's listening to the radio. She turned it on at 7:30.

5. They're talking to each other. They met five minutes ago.

6. It's raining. It started an hour ago.

Target structures

Present perfect continuous:

(He's) | been (working) | for (a long time).
(I've) | | since (we came in).

Vocabulary

article	surgery	(a) long (time)
heart	waiter	any longer
magazine		in trouble
menu	get in	medical
operation		
radio		

1. Briefly review the previous lesson.

2. Conversation 1 (Steve and Amber). Focus attention on the top picture. Have students cover the text. Set up the situation. Ask prelistening question: *How long has Mr. Arnold been waiting for Steve?* Play the recording or act out. Check answers.

3. Selective repetition of Conversation 1.

4. Practice:	Continue:
T: <i>he</i>	<i>I</i>
T: <i>He's been waiting.</i>	<i>they</i>
T: <i>I</i>	<i>she</i>
T: <i>I've been waiting.</i>	<i>we</i>
T: <i>he</i>	<i>(John)</i>
C: <i>He's been waiting.</i>	<i>you</i>

5. Silent reading of Conversation 1.

6. Questions and Answers.

Where's the boss? What's she doing?
What time did she get in? What time is it now?
So... (to elicit: *She's been waiting for twenty minutes.*)

7. Practice:

T: *She's waiting. She got in five minutes ago.*
C: *So, she's been waiting for five minutes.*

Continue:

They're waiting. They got in ten minutes ago.
He's waiting. He got in twenty minutes ago.
I'm waiting. I got in an hour ago.
(John)'s waiting. He got in forty minutes ago.
The children are waiting. They got in half an hour ago.

8. Pair Work on Conversation 1.

9. Conversation 2 (Alice and Vera). Focus attention on the middle picture. Follow the same procedure as for Conversation 1, but include this prelistening question: *What has Vera been reading?* Check answers.

10. Practice:

T: <i>you</i>	Continue:
T: <i>How long have you been waiting?</i>	<i>he</i>
T: <i>he</i>	<i>we</i>
T: <i>How long has he been waiting?</i>	<i>they</i>
T: <i>you</i>	<i>she</i>
C: <i>How long have you been waiting?</i>	

11. Practice:

T: *9 o'clock*
T: *I've been waiting since 9 o'clock.*
T: *two hours*
T: *I've been waiting for two hours.*
T: *9 o'clock*
C: *I've been waiting since 9 o'clock.*

Continue:

two hours
8 o'clock
twenty minutes
Tuesday
a week
six months

12. Questions and Answers.

Is Vera Parker waiting to see the doctor?
Has she been waiting since 8 o'clock? Ask How long?
What time is it now? When did she arrive?
So... (to elicit: *She's been waiting since 9 o'clock.*)
Has she been reading a dictionary? Ask What?
Does Vera enjoy medical articles?
Has she been reading about brain surgery? Ask What?

13. Conversation 3 (Sally and Dan). Focus attention on the bottom picture. Follow the same procedure as for Conversation 1, but include this prelistening question: *Why do Sally and Dan want the waiter?* Check answers.

14. Practice:

T: *Call the waiter again!*
C: *I've been trying to call the waiter!*
T: *Find the book!*
C: *I've been trying to find the book!*

Continue:

Park the car!
Call the doctor!
Finish your homework!
Read the article!

15. Practice:

T: *he*
T: *Has he been talking to her since we came in?*
T: *she*
T: *Has she been talking to her since we came in?*
T: *he*
C: *Has he been talking to her since we came in?*

Continue:

she
they
you
I

16. Questions and Answers.

Where are they? When did they go into the restaurant?
Are they standing or are they sitting at a table? Ask How long?
What's the waiter doing? Ask How long?
Has Dan been trying to pay the check? Ask What?
Does Sally want the check? Ask What? Ask Why?

17. Write on the board and have students copy:

How long | have you | been waiting?
 | has he

I've | been waiting | for an hour.
He's | | since nine o'clock.

I haven't | been waiting long.
He hasn't |

18. Go through the exercise orally. Assign it for written work in class or for homework.

See **Suggestions for further activities** on page 96.

Target structures

Review and reinforcement

Expressions*I guess...***Vocabulary**

<i>assassination</i>	<i>lifetime</i>	<i>mention (v)</i>
<i>birth</i>	<i>marriage</i>	
<i>change (n, v)</i>	<i>milestone</i>	<i>frightening</i>
<i>death</i>	<i>partner</i>	<i>silly</i>
<i>earthquake</i>	<i>promotion</i>	
<i>hurricane</i>	<i>war</i>	

1. Briefly review the previous lesson.
2. Focus attention on the picture. Set up the situation. Check that students understand the milestones. Ask questions: *What's the first/second milestone?* etc.
3. Introductory text. Read through it with the students. Students make a list of the five most important milestones in their lives.
4. Ask a few individual students about their lists.
5. Pair Work. Students ask and answer about each other's lists.
6. Read through the six boxes of questions below the picture with the students. Check vocabulary.
7. Pair Work. Students ask and answer the questions in the six boxes. Go around the class and monitor, giving help where necessary. Do not over-correct, as the aim is to promote fluency. Make a note of any problem areas (especially in language learned) and go over them afterward.

8. Additional questions.**People:** *Where did you meet?**How did you meet?**Did someone introduce you?**Have you ever been on a blind date?**What happened? Was it embarrassing?**Have you ever met anyone famous? Who? When? Where?***Education:** *How old were you on your first day of school?**Were you frightened on your first day at school?**Do you remember what you wore?**Do you remember the name of your first teacher?***Family:** *When was the wedding/party, etc.?**Where did it take place?**Who was there?**What did you eat/drink/do?***Career:** *What was your first job?**How did you get it?**Did you enjoy it?**How long did you do it for?**Do you remember the name of your first boss?**Did you like him/her?***Vacations:** *How did you get there?**Have you been anywhere really hot/cold?**What kind of vacation do you like best?**Did you ever make any new friends on vacation?***Events:** *Have you ever been on TV? Why? When?**Have you ever been at a really big sporting/cultural event?***9. "Milestones (2)":** Have students make lists of five other milestones in their lives.**10. Pair Work.** In the same pairs as in step 5, students ask and answer about each other's new lists.**11. Listening.** Read through the list of milestones with the students. Check vocabulary. Explain the task: Students should check the things that the woman mentions as milestones. Play the recording. Students compare answers in pairs. Play the recording again. Go over the answers with the class (*a birth, a death, a special place, an accident, a frightening experience*). You could ask students to turn to the transcript of the listening to check their own answers.**Suggestions for further activities****1. Scrambled words.** Write these scrambled spellings of words from Unit 41 on the board:*tihbr* (birth), *aiavtcon* (vacation), *usgse* (guess), *otiponrom* (promotion), *nxreeicpee* (experience), *egwddin* (wedding), *ctadince* (accident), *etdha* (death).

Students work in pairs to unscramble them.

2. Students make a list of five milestones in their country's history. If students are all from the same country, write the suggestions on the board and have students reach a consensus on the five most important ones. If students are from different countries, have them ask and answer about their lists in pairs.**3. Students make time lines using both their lists of milestones, adding others if appropriate.** Ask if some milestones occurred in the same year.

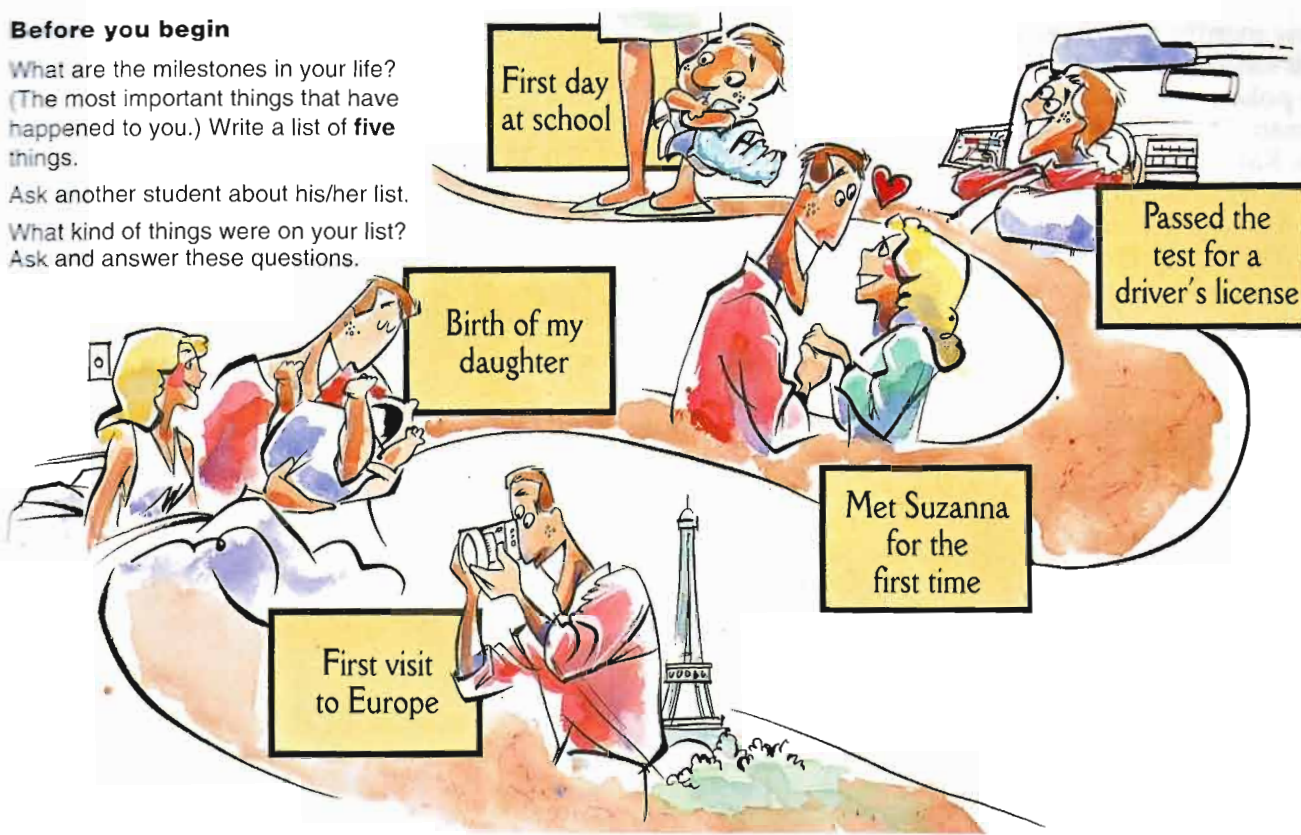
Before you begin

What are the milestones in your life?
(The most important things that have happened to you.) Write a list of **five** things.

Ask another student about his/her list.

What kind of things were on your list?

Ask and answer these questions.



Milestones (2)

Make a list of five **other** milestones in your life.

People

When did you meet your best friend?/your partner (husband, wife, boyfriend or girlfriend)?
How long have you known each other?

Education

Do you remember your first day at school? What happened?
What's the best/worst/funniest thing that happened at school?
Have you taken any important exams?
Do you remember your last day at school?

Family

Do you remember a wedding? birth? birthday? family party?
What happened?

Career

(If you have a job)
Do you remember your first day?
What's the best/worst job you've had to do?
What's the most important thing that has happened to you at work?

Vacations

What's the best/worst vacation you've had?
What places have you been to?
What do you remember most about them?

Events

Have you been involved in any important events (e.g., wars, earthquakes, hurricanes, accidents)?
When? What happened?

Listening

Listen to the recording.

Check the things that the woman mentions as milestones in her life.

- | | |
|--|---|
| <input type="checkbox"/> a birth | <input type="checkbox"/> a promotion |
| <input type="checkbox"/> a death | <input type="checkbox"/> an accident |
| <input type="checkbox"/> a marriage | <input type="checkbox"/> an embarrassing experience |
| <input type="checkbox"/> a party | <input type="checkbox"/> a frightening experience |
| <input type="checkbox"/> a meeting | <input type="checkbox"/> a vacation |
| <input type="checkbox"/> a special place | <input type="checkbox"/> an interview |

A few months ago, there was a bank robbery in San Francisco. The police arrested a man and a woman. They're in court now. Mrs. Kato saw the robbery. She's on the witness stand. The judge and the twelve members of the jury are listening to her. A lawyer is asking her some questions.



Lawyer: Now, Mrs. Kato. You saw the bank robbery, didn't you?

Mrs. Kato: Yes, I did.

Lawyer: You saw a man, didn't you?

Mrs. Kato: That's right. I saw him when he went into the bank and when he came out.

Lawyer: Now, look around the court. Do you see that man?

Mrs. Kato: Yes. He's the one! He's the man I saw.

Lawyer: He wasn't alone when he went into the bank, was he?

Mrs. Kato: No, he wasn't. He was with a woman.

Lawyer: Now, do you see that woman in the court?

Mrs. Kato: Yes. There! She's the woman I saw.

Lawyer: I see, Mrs. Kato. Now look at the man and woman again. This is very important. Are you absolutely sure about them?

Mrs. Kato: Absolutely sure. They're the people I saw.

Lawyer: Now, Mrs. Kato, what was the man wearing when he went into the bank?

Mrs. Kato: I don't remember everything, but I remember his hat and his bag.

Lawyer: Look at Exhibit A on the table. Is that the hat?

Mrs. Kato: Yes, that's the hat he was wearing.

Lawyer: And Exhibit B?

Mrs. Kato: Yes, that's the bag he was carrying.

Lawyer: Do you remember anything about the woman?

Mrs. Kato: Yes. She was wearing a black wig and red high-heeled shoes.

Lawyer: How do you know she was wearing a wig, Mrs. Kato?

Mrs. Kato: Because it fell off when she was running to the car.

Lawyer: Look at Exhibit C on the table. Is that the wig?

Mrs. Kato: Yes, that's the wig she was wearing.

Lawyer: And Exhibit D. Look at the shoes.

Mrs. Kato: Yes, they're the shoes she was wearing.

Lawyer: Thank you, Mrs. Kato.

Exercise

They're the people.

She saw them.

They're the people she saw.

1. She's the woman. He knew her.
2. Those are the shoes. He was wearing them.
3. That's the house. She's going to buy it.
4. That's the book. She's been reading it.
5. He's the person. I met him.

Target structures

Relative clauses (2):

(He's) the (man) (I saw).

(She's) the (woman) (I saw).

(It's) the (hat) (he was wearing).

(They're) the (people) (I saw).

Expressions

Are you absolutely sure (about them)?

Vocabulary

bag	judge	witness stand
case	jury	
court	lawyer	fall off
exhibit (n)	member	look around
high-heeled shoes	wig	

Note: In relative clauses in which the subject does not refer to the same person or thing as the antecedent, we have used the "zero" relative pronoun; that is, we have not used *whom*, *who*, *which*, or *that* at this stage.

1. Briefly review the previous lesson.

2. Refer students to the pictures of the robbery. Explain that it happened a few months ago. Ask questions about the pictures. First Picture: *Tell me about the man. Tell me about the woman. What was he/she wearing?* etc. Second Picture: *Tell me about the man. What was he holding? What was he carrying? What was in the bag? Tell me about the woman. What was she wearing? What was she doing?* etc.

3. Introductory text. Focus attention on the courtroom picture. Have students cover the text. Set up the situation. Play the recording or read the text aloud.

4. Silent reading of the introductory text.

5. Questions and Answers.

What can you see in the picture?

Who can you see? What can you see on the table? etc.

6. Conversation—Part 1 (up to: ...the people I saw.). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out.

7. Selective repetition of Part 1 of the conversation.

8. Questions and Answers.

She saw the bank robbery, didn't she? She saw a man, didn't she?

Did she see him when he went into the bank, or did she see him when he came out?

Can she see the man in the court? Can you see the man?

Did she see him outside the bank?

Look at the lawyer by Mrs. Kato. Is he the man?

Did she see him outside the bank?

Look at the man beside the lawyer at the table. Is he the man?

Did she see him outside the bank?

So... (to elicit: *He's the man she saw.*)

Repeat: *He's the man she saw.*

Look at the woman next to the man. Is she the woman?

Did she see her outside the bank?

So... (to elicit: *She's the woman she saw.*)

Repeat: *She's the woman she saw.*

Look at the man and woman next to the lawyer.

Did she see them outside the bank?

So... (to elicit: *They're the people she saw.*)

Repeat: *They're the people she saw.*

9. Practice:

T: *He's the man. She saw him.*

C: *He's the man she saw.*

Continue:

They're the people. She saw them./She's the woman. She saw her./

They're the children. She saw them./He's the boy. She saw him./

They're the women. She saw them.

10. Practice:

T: *He's the singer. They heard him.*

C: *He's the singer they heard.*

Continue:

She's the girl. He knows her./They're the students. I taught them./

He's the teacher. They liked him./He's the doctor. I'll visit him.

11. Conversation—Part 2 (to the end). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out.

12. Selective repetition of Part 2 of the conversation.

13. Silent reading of Part 2 of the conversation.

13. Questions and Answers.

Does she remember everything about the man?

What does she remember? Do you remember the hat and the bag?

Look at the hat on the table. Is that the hat?

Was he wearing that hat?

So... (to elicit: *That's the hat he was wearing.*)

Repeat: *That's the hat he was wearing.*

Look at the bag. Is that the bag? Was he carrying that bag?

So... (to elicit: *That's the bag he was carrying.*)

Repeat: *That's the bag he was carrying.*

Does she remember anything about the woman? Ask What?

Look at the wig on the table. Is that the wig?

Was she wearing that wig?

So... (to elicit: *That's the wig she was wearing.*)

Repeat: *That's the wig she was wearing.*

Look at the shoes. Are they the shoes? Was she wearing those shoes?

So... (to elicit: *They're the shoes she was wearing.*)

Repeat: *They're the shoes she was wearing.*

15. Pair Work on the conversation.

16. Practice:

T: *That's the hat. He was wearing it.*

C: *That's the hat he was wearing.*

Continue:

They're the shoes. She was wearing them./That's the bag. He was carrying it./That's the wig. She was wearing it./They're the sunglasses. She was wearing them./That's the gun. He was holding it.

17. Practice:

T: *That's the car. She drove it.*

C: *That's the car she drove.*

Continue:

That's the bus. He caught it.

That's the book. She's been reading it.

That's the house. She's going to buy it.

That's the language. He should study it.

That's the country. He wants to visit it.

That's the movie. She saw it.

18. Write on the board and have students copy:

That's the man. She saw him. That's the man she saw.

That's the hat. He was wearing it. That's the hat he was wearing.

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

See **Suggestions for further activities** on page 96.

Target structures

Review and reinforcement

Vocabulary

beard	place (at the table)	clear
boardinghouse	stories	gray
boat		nervous
breakfast	come back	peaceful
cup	go straight to	tense
daughter	hide	
fishing boat	invite	almost
footsteps	jump up	downstairs
guest	keep	nervously
nervous breakdown	show to	
picture	stare (v)	

1. Briefly review the previous lesson.

2. Focus attention on the *true/false* sentences in the exercise under the photograph. Have students cover the text. Read through the sentences with the students and check vocabulary. Elicit and check pronunciation (especially the names) so that students will recognize them when they hear them.

3. Explain the task. Students listen to the story and decide whether the sentences are true or false. Play the recording.

4. Students compare answers in pairs. Play the recording again. Go over the answers with the class.

5. Students silently read Part 1 (up to: ...like Nantucket. It's a quiet island near...).

6. Selective repetition of Part 1.

7. Questions and Answers.

Does Jerry feel well?

What's he been doing?

Cues: *hard/12 hours a day*

What should he take? Where should he go?

8. Students silently read Part 2 (up to: ...the next morning.).

9. Selective repetition of Part 2.

10. Questions and Answers.

Where did Jerry go?

Did he drive?

When did Jerry arrive in Nantucket?

Who answered the door?

Did Jerry have dinner?

What did he do?

How did he sleep? When did he wake up?

11. Students silently read Part 3 (up to: ...for a few seconds.).

12. Selective repetition of Part 3.

13. Retelling (*Correct my statement.*).

Jerry went upstairs for lunch.

Because there were a lot of other guests...

Mrs. Searcy invited him to have dinner...

with her and her son, John.

Catherine was already standing in the bathroom.

She was about thirty years old...

with short blonde hair...

and dark brown ears.

Mrs. Searcy went to the bathroom...

to prepare lunch.

Jerry and Catherine looked at themselves...

for a few hours.

14. Students silently read Part 4 (up to: ...for three years.).

15. Selective repetition of Part 4.

16. Questions and Answers.

How many places are there at the table?

Whose place is the fourth one?

What happened to him?

Did people look for him? Did they find him?

What did they find?

What does Mrs. Searcy do every morning?

Where's the picture?

How long has she been waiting for him?

17. Students silently read Part 5 (up to: ...ran out of the room.).

18. Selective repetition of Part 5.

19. Retelling (*Complete my statement.*).

Jerry said...

but he looked...

At that moment Mrs. Searcy...

She poured...

She put one cup at...

Jerry looked more...

and he stared at...

Suddenly, he heard...

and a tall man with...

walked...

It was...

He jumped up and...

20. Students silently read Part 6 (to the end).

21. Selective repetition of Part 6.

22. Questions and Answers.

Who was the man?

Was Mr. Searcy surprised?

Did Mrs. Searcy understand?

Did Catherine understand?

Do you think Catherine often tells stories?

See **Suggestions for further activities** on page 96.



Jerry Streisen, a friend of mine in Boston, almost had a nervous breakdown last year. I told him to go to a doctor.

Doctor: Hello, Mr. Streisen. What's the problem?

Jerry: I'm very tense and nervous, doctor. I haven't been able to sleep for days.

Doctor: Hmm. Have you been working hard?

Jerry: Yes, I've been working twelve hours a day.

Doctor: Well, you should take a few days off. Go someplace quiet and peaceful, like Nantucket. It's a quiet island near...

Jerry took a boat from New Bedford to Nantucket and arrived late Friday evening. He rang the doorbell of a boarding house, and the owner, Mrs. Searcy, answered the door. Then she showed him to his room. Jerry was very tired and went straight to bed. He slept well and didn't wake up until nine o'clock the next morning.

Jerry went downstairs for breakfast. Because there weren't any other guests, Mrs. Searcy invited him to have breakfast with her and her daughter, Catherine. Catherine was already sitting in the dining room. She was about thirteen years old, with long black hair and clear gray eyes. Mrs. Searcy went to the kitchen to make breakfast. Jerry and Catherine looked at each other nervously for a few seconds.

Jerry: There are four places at the table. Is there another guest?

Catherine: No. We never talk about the empty place.

Jerry: "The empty place?" What do you mean?

Catherine: Well, that used to be my father's place.

Jerry: "Used to be?" I don't understand.

Catherine: My father worked on a fishing boat. Three years ago he went out on his boat, and he never came back.

Jerry: What happened to him?

Catherine: Nobody knows. They searched everywhere, but they never found anything. My mother always keeps that place for him, and she makes his breakfast every morning. That's a picture of him...over there on the wall. My mother's been waiting for him for three years.

Jerry said nothing, but he looked worried. At that moment, Mrs. Searcy came into the room. She poured three cups of coffee and put one cup at the empty place. Jerry looked more worried, and he stared at the empty chair. Suddenly, he heard footsteps outside the door, and a tall man with a black beard walked into the room. It was the man in the picture! Jerry jumped up and ran out of the room.

Man: Who was that? What's the matter with him?

Mrs. Searcy: I don't know. I don't understand. He's a guest from Boston. He arrived last night after you went to sleep.

Man: Catherine, do you know anything about this?

Catherine: No, Daddy, I don't. But he's here because he's very nervous. He says he's hiding here because a tall man with a black beard is trying to kill him.

Man: Catherine, have you been telling stories again?

Catherine: (laughing) Stories, Daddy? Me?

Exercise

Mark these sentences true (✓) or false (X).

1. Jerry went to Nantucket for business.
2. Jerry was the only guest at Mrs. Searcy's.
3. Catherine's father was dead.
4. Her father was the man in the picture.
5. A bearded man was trying to kill Jerry.
6. Catherine was about 30 years old.
7. Catherine has told untrue stories before.
8. Jerry was a very nervous person.

Bank Officer: Please have a seat.

Esther: Thank you. I'm Esther Rosales. I've had an account here for ten years.

Bank Officer: What can I do for you, Ms. Rosales?

Esther: Well, I want to borrow some money.

Bank Officer: What for?

Esther: I want to buy a car... I've been saving for one.

Bank officer: How long have you been saving?

Esther: I've been saving for two years.

Bank Officer: How much have you saved?

Esther: I've saved about \$5,000.

Wayne: What are you reading?

Pablo: *The Godfather*. I've never seen the movie, and Bruce told me to read it.

Wayne: It's a very long book! How long have you been reading it?

Pablo: For nearly a month, and I haven't finished it yet!

Wayne: How many pages have you read?

Pablo: About 400. I don't like long books.

Wayne: Neither do I.

Attendant: Yes, ma'am. What can I do for you?

Driver: Hi! Fill it up, please.

Attendant: Regular unleaded or super?

Driver: Regular unleaded. It's nearly empty. I've been driving all day.

Attendant: Oh, really? How far have you driven?

Driver: About 400 miles...from Atlanta.

Attendant: That's a long way. Check the oil?

Driver: Yes, OK.



Exercise 1

She/two years/\$5,000.

She's been saving for two years.

She's saved \$5,000.

Now you do the same:

They/six months/\$1,800.

He/a year/\$4,000.

We/three years/\$8,000.



Exercise 2

I/The Godfather/a month/400 pages.

I've been reading The Godfather for a month. I've read 400 pages.

Now you do the same:

He/War and Peace/a week/250 pages.

She/Moby Dick/two weeks/300 pages.

I/Gone with the Wind/ten days/500 pages.



Exercise 3

She/all day/400 miles/Atlanta.

She's been driving all day.

She's driven 400 miles.

She's driven from Atlanta.

Now you do the same:

He/since nine o'clock/300 miles/Dallas.

We/for six hours/250 miles/Tampa.

They/since breakfast/350 miles/Memphis.

Listening

Listen to the news report and answer these questions.

1. How long has she been jogging?
2. How far has she traveled?
3. How much money has she collected?
4. How many pairs of running shoes has she used?



Target structures

Present perfect simple. Present perfect continuous
How long (have you) been (doing that)?
How much/many (have you) (done)?

Expressions

Fill it up (please). a long way Oh, really? What can I do for you?

Vocabulary

account	jog	borrow	regular unleaded (gasoline)
bank officer	oil	collect	super unleaded (gasoline)
book	page (n)	save	
godfather	peace		
housework	wind (n)		

1. Briefly review the previous lesson.

2. Conversation 1 (Bank Officer and Esther). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out.

3. Selective repetition of Conversation 1.

4. Practice:

T: I
T: I've been saving for two years.
T: I
C: I've been saving for two years.
Continue: we/she/he/they/you

5. Practice:

T: you
T: How much have you saved?
T: you
C: How much have you saved?
Continue: he/I/she/we/they

6. Practice:

T: 2 years...\$2,000 dollars
C: I've been saving for two years, and I've saved two thousand dollars.
Continue: 3 months...\$100/a long time...a lot of money/
10 years...enough for a house/6 months...\$500/20 years...
almost nothing

7. Silent reading of Conversation 1.

8. Questions and Answers.

Does Esther have an account at the bank? Ask How long?
Does she want to lend some money to the bank?
What does she want to do? Ask Why?
Has she been saving for ten years? Ask How long?
Has she saved \$10,000? Ask How much?

9. Pair Work on Conversation 1.

10. Conversation 2 (Wayne and Pablo). Follow the same procedure as for Conversation 1 but include these practice exercises.

11. Practice:

T: Bruce told me to read it.
T: he
T: He told me to read it.
T: her
T: He told her to read it.
T: write
T: He told her to write it.
T: Bruce told me to read it.
T: he
C: He told me to read it.

Continue:

her
write
us
she
study
them
I
him
they

12. Practice:

T: I've been reading it for a month.
C: How many pages have you read?
Continue:
He's been reading it since 2 o'clock.
They've been reading it all day.
She's been reading it since Friday.
Tom's been reading it for a week.
I've been reading it since July.

13. Practice:

T: He's been reading the book for a month.
C: Yes, but he hasn't finished it yet.

Continue:

They've been painting the walls all week.
She's been typing the letter for ten months.
I've been teaching this lesson for some time.
He's been cleaning his car for an hour.
(Maria)'s been cooking dinner for three hours.

14. Questions and Answers.

What's Pablo reading?
Have you read The Godfather? Ask him. Ask her.
Did Mary tell him to read it? Ask Who?
Is it a short book, or is it a long book? Has he finished it yet?
Has he been reading it for two months?
Ask How long? Has he read 500 pages? Ask How many pages?

15. Conversation 3 (Attendant and Driver). Follow the same procedure as for Conversation 1 but include this practice exercise.

16. Practice:

T: I've been driving all day.
T: How far have you driven?
T: He's been riding all day.
T: How far has he ridden?
T: I've been driving all day.
C: How far have you driven?

Continue:

He's been riding all day.
They've been walking all day.
She's been walking all day.
The plane's been flying all day.

17. Questions and Answers.

What does she want? Ask Which kind?
Is her gas tank nearly empty? Ask Why?
Has she driven 600 miles? Ask How many? Ask Where...from?

18. Listening. Read through the questions with the students. Check vocabulary. Explain the task. Play the recording. Students compare answers in pairs. Play the recording again. Go over the answers with the class.

19. Application.

How long have you been living in (this city)?
How long have you been studying English?
Ask How much English? Ask How many words?
How long have you been taking this course?
Ask How many units/pages? etc.

20. Go through the exercises orally. Assign them for homework.

See **Suggestions for further activities** on page 96.

Target structures

Relative clauses (3):

(He's) the man (I met). and (He's) the man that (met me).

Vocabulary

agent	operation	control (v)	illegal
area	radar	release	
background	ranch	shoot	probably
diamond	registration		
folder	trade (n)		
meeting			

1. Briefly review the previous lesson.**2.** Paragraphs 1 and 2 (Introduction/Barry Siegel). Have students cover the text. Set up the situation. Ask prelistening questions: *Listen. What is Andrea Garvey doing? What can you tell me about Barry Siegel?* Play the recording. Check answers.**3.** Selective repetition of Paragraphs 1 and 2.**4.** Practice:

T: He's the man. He usually flies the diamonds into the U.S.A.

C: He's the man that usually flies the diamonds into the U.S.A.

Continue:

He's the one. He will land tomorrow night.

He's the one. He's very dangerous.

He's the one. He shot a Federal agent last year.

5. Silent reading of Paragraphs 1 and 2.**6.** Questions and Answers.

Who is Andrea Garvey? What's she doing?

When was the last meeting? How many of them were there?

What do they have in their folders?

What do you know about Barry Siegel? (to elicit the four responses as in step 4)

7. Paragraph 3 (Gulliver). Follow the same procedure as for Paragraphs 1 and 2, but include this prelistening question: *What does Gulliver control?* Check answers.**8.** Practice:

T: He's the one. We really want him.

C: He's the one we really want.

Continue:

He's the man. The Mexican police arrested him.

He's the one. They had to release him.

He's the one. We have to catch him.

9. Questions and Answers.

What's the name of the man in Photograph 1? What do you know about him? (to elicit the four responses in step 8)

10. Paragraph 4 (Betty-Lou Harris). Follow the same procedure as for Paragraphs 1 and 2, but include these prelistening questions: *Who is Betty-Lou Harris working for? What can you tell me about Farrell and Casey?* Check answers.**11.** Practice:

T: She's the one. She gave us the information.

C: She's the one that gave us the information.

T: They're the ones. We've been following them.

C: They're the ones we've been following.

Continue:

She's the one. She's working for us.

They're the ones. They always carry guns.

They're the ones. They will shoot first.

She is the one. They will shoot her.

12. Questions and Answers.

Who's the woman on the right? What do you know about her?

Who are the men on the left? What do you know about them?

(to elicit responses as in step 11)

13. Paragraph 5 (the plane). Follow the same procedure as for Paragraphs 1 and 2, but include this prelistening question: *What can the Cessna 310 plane do?* Check answers.**14.** Practice:

T: It's the airplane. It brings in the diamonds.

C: It's the airplane that brings in the diamonds.

Continue:

It's the kind of airplane. It can fly under radar.

It's the kind of airplane. It can land anywhere.

It's the kind of airplane. It can take off quickly.

15. Questions and Answers.

What make is the plane? Why is it important? (to elicit the responses as in step 14)

16. Paragraph 6 (the landing area). Follow the same procedure as for Paragraphs 1 and 2, but include this prelistening question: *Where are they going to hide?* Check answers.**17.** Practice:

T: That's the area. They're going to land in it.

C: That's the area they're going to land in.

Continue:

They're the trees. We're going to hide in them.

That's the road. They'll have to use it.

18. Questions and Answers.

What can you say about the field/the trees/the road? (to elicit responses as in step 17)

19. Paragraph 7 (the ranch). Follow the same procedure as for Paragraphs 1 and 2, but include these prelistening questions: *How many homes does Gulliver have? How much did this one cost?* Check answers.**20.** Practice:

T: This is the house. He paid five million dollars for it.

C: This is the house he paid five million dollars for.

T: That's the car. It will meet the plane.

C: That's the car that will meet the plane.

T: It's the car. He always uses it.

C: It's the car he always uses.

21. Questions and Answers.

What can you say about the car? What can you say about the plane? (to elicit responses as in step 20)

22. Application. Ask students to suggest what they think will happen in Operation Diamond. Get several suggestions, then have students write a newspaper report on what happened.**23.** Go through the exercise orally. Assign it for written work in class or for homework.See **Suggestions for further activities** on page 96.



Andrea Garvey is the Assistant Director of the Department of Customs and Immigration. She is preparing her agents for a special operation.

Good morning, ladies and gentlemen. You were all at Friday's meeting. Are there any questions? No? OK, take out the photographs from your folders. Look at photograph 1. That's Barry Siegel. He's the man that usually flies the diamonds into the U.S.A., and he's the one that will land at the Circle-K Ranch tomorrow night. Be careful, he's very dangerous. He's the one that shot a Federal agent last year.

Now, photograph 2. That's Gulliver. He's the one we really want. He's the one the Mexican police arrested last year, but they had to release him because

they couldn't find any diamonds with him. He controls 20% of the illegal diamond trade. He's the one we have to catch with the diamonds and the money.

Look at photograph 3. Look at the woman on the right. Her name's Betty-Lou Harris. She's working for us. She'll be at Gulliver's house at the ranch. She's the one that gave us the information. Watch out for the two men on the left, Farrell and Casey. They're the ones we've been following. They always carry guns, and they're the ones that will shoot first. Ms. Harris is probably the one they'll shoot.

Do you all have photograph 4? Good. Look at the airplane; it's a Cessna 310. It's the airplane that brings in the diamonds. It's the kind of plane that can fly under radar, land

anywhere, and take off quickly. You can forget the registration number. It's different every time.

OK. Photograph 5. That's the area they're going to land in. Look at the trees in the background. They're the trees we're going to hide in. There's a road behind the trees, and that's the road they'll have to use. It's the only one.

Finally, photograph 6. The Circle-K Ranch. It's very nice, isn't it? Gulliver has three houses, and this is the one he paid almost five million dollars for last year. Look at the car outside. That's the car that will meet the plane. It's the car he always uses. We want Gulliver, Siegel, the diamonds, and the money all together. Any questions? No? OK, good luck.

Exercise

Look at these examples:
She's the woman. I know her.
She's the woman I know.

He's the man. He met me.
He's the man that met me.

That's the plane. I flew in it.
That's the plane I flew in.

It's the gun. It killed him.
It's the gun that killed him.

Continue:

1. He's the man. He went to Brazil.
2. She's the woman. I met her.
3. They're the shoes. I was wearing them.
4. That's the man. He lives near me.
5. There's the bridge. We crossed it.

6. There's the house. We used to live in it.
7. Those are the packages. They arrived today.
8. That's the woman. She'll be president some day.
9. He's the man. I spoke to him.
10. It's the truck. It crashed.

- A: Hello. Lobster Palace Restaurant.
 B: I'd like to make a reservation for tonight.
 A: All right. What time?
 B: Eight o'clock.
 A: Eight o'clock. For how many?
 B: There are ten of us.
 A: Ten! We don't usually take large parties.
 B: I know, but we are regular customers.
 A: What's your name, please?
 B: Diana Ross.
 A: Ms. Ross! Of course, that'll be all right. Party of ten at eight.
 C: I'd like to get two seats for the concert on Thursday.
 D: Where would you like to sit?
 C: I'm not sure.
 D: Well, here's a seating plan of the concert hall.
 C: How much is it in the middle section?
 D: \$45.
 C: \$45! That's a little too expensive for us. How much is it in the back?
 D: \$25.
 C: That's fine. What time does the concert start?
 D: At eight o'clock.
 E: Do you have any seats left on the Bay Area tour tomorrow?
 F: Yes, we do. There are a few seats left.
 E: Is that the tour that includes the Sonoma Valley?
 F: That's right.
 E: How long does the whole tour take?
 F: About seven hours.
 E: Should I pay you now?
 F: If you don't mind.

tonight/8:00/ten
 tomorrow night/
 9:30/eight
 Saturday evening/
 8:45/seven
 next Friday/10:00/
 nine

concert/Thursday/
 8:00
 symphony/Friday
 night/8:30
 ballet/Saturday
 afternoon/3:00
 opera/Monday
 evening/7:30

in the middle \$45
 in the front \$60
 on the left \$30
 on the right \$30

San Francisco Tours
 Bay Area and
 Sonoma Valley
 (7 hours)
 Sausalito and Giant
 Redwoods (6
 hours)
 Big Sur (9 hours)
 San Francisco and
 Berkeley (4
 hours)
 Golden Gate Bridge
 and Marin
 County (5 hours)



Exercise

Look at the ads and make conversations in pairs. Student A is trying to make a reservation.

SPIRIT of '49
 RESTAURANT/DINNER THEATER

Enter the world of gold rush California. Costumed stage show with singers, dancers, and specialty acts. Five-course dinner. Seatings at 8 PM and 10 PM, Tuesday-Sunday. For reservations, call: (415) 435-0984. Facilities for the disabled ♿

REMINISCING
 THE SOUND OF
 SAN FRANCISCO
 WASHINGTON AIRPLANE, SERIOUSLY DECEASED
 THE STEVE GRAHAM BAND, JANICE JOGLYN

The Millard Auditorium
 2400 Fulton Street
 Tickets from \$35 to \$65

Ticket hotline:
 (415) 987-0910
 Information line: 24 hours

BAY AREA TOURS

MARIN COUNTY SPECIAL

- Cross the Golden Gate Bridge
- Visit the Giant Redwoods in Muir Woods
- Pt. Reyes National Seashore
- Lunch Included

CALL (415) 567-0213

4-hour tour departs daily 8:30 AM and 1:30 PM
 Pick-ups at all major Bay Area hotels

Expressions

If you don't mind.

Vocabulary

act	pick-up	costumed
ballet	seating plan	daily
concert	specialty	disabled
concert hall	stage show	regular (customer)
county	symphony	whole
course	valley	
facilities		ahead
hotline	cross (v)	in the back/front
middle section	depart	on the left/right
opera		
parties (of people)		

1. Briefly review the previous lesson.

2. Conversation A-B. Focus attention on the picture. Have students cover the text. Ask prelistening question: *How many is the reservation for?* Play the recording or act out. Check answers.

3. Selective repetition of Conversation A-B.

4. Practice:

T: two...tonight

T: I'd like to make a reservation for two for tonight.

T: Four...tomorrow night

T: I'd like to make a reservation for four for tomorrow night.

T: two...tonight

C: I'd like to make a reservation for two for tonight.

Continue:

four...tomorrow night

three...8 o'clock

five...Saturday

seven...for lunch

tomorrow

eight...6 o'clock

5. Practice:

T: we

T: I know, but we are regular customers.

T: he

T: I know, but he is a regular customer.

T: we

C: I know, but we are regular customers.

Continue:

he

I

they

she

you

6. Focus attention on Conversation A-B. 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 reverse roles and go through the conversation again.

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-D. Follow the same procedure as for Conversation A-B, but include this prelistening question: *In what part of the theater would the caller like to sit?* Check answers. Include these practice exercises.

12. Practice:

T: concert

T: I'd like to get two tickets for the concert.

T: football game

T: I'd like to get two tickets for the football game.

T: concert

C: I'd like to get two tickets for the concert.

Continue:

football game

rock concert

play

jazz concert

ballet

13. Practice:

T: you

T: Where would you like to sit?

T: she

T: Where would she like to sit?

T: you

C: Where would you like to sit?

Continue:

she

they

your friend

your mother

14. Practice:

T: I paid \$100 for my (sweater).

T: A hundred dollars! (with great surprise)

T: I paid \$100 for my (sweater).

C: A hundred dollars! (with great surprise)

Continue:

This watch cost \$300.

I had to pay \$150 for these shoes.

Last year I paid \$100 for a World Series ticket.

Last night I ate in a restaurant. The check was \$90.

I only paid \$3 for a CD last week.

15. Conversation E-F. Follow the same procedure as for Conversation A-B, but include this prelistening question: *How long does the tour take?* Check answers.

Note: San Francisco sits on a beautiful bay, and Berkeley is nearby. Crossing the Golden Gate Bridge, tourists can visit wealthy Marin County, the wine-producing Sonoma and Napa Valleys, and a redwood forest (Giant Redwoods).

16. Practice:

T: That tour...does it include the Sonoma Valley?

T: Is that the tour that includes the Sonoma Valley?

T: That bus...does it stop at the train station?

T: Is that the bus that stops at the train station?

T: That tour...does it include the Sonoma Valley?

C: Is that the tour that includes the Sonoma Valley?

Continue:

That bus...does it stop at the train station?

That train...does it go to Washington?

That bus...does it leave at 6 o'clock?

That flight...does it land at Kennedy Airport?

That tour...does it visit the White House?

17. Practice:

T: tour

T: How long does the whole tour take?

T: flight

T: How long does the whole flight take?

T: tour

C: How long does the whole tour take?

Continue:

flight

trip

play

program

ballet

opera

18. Practice:

T: Should I pay you now?

T: If you don't mind.

T: Should I wait here?

T: If you don't mind.

T: Should I pay you now?

C: If you don't mind.

Continue:

Should I wait here?

Should I call you later?

Should I write you a check?

Should I sign the hotel register?

Should I come back later?

19. Exercise. Read through the advertisements with the class. Check vocabulary and pronunciation. Students work in pairs, select an advertisement, and role play making reservations or buying tickets. Have them reverse roles after a few minutes.

See **Suggestions for further activities** on page 97.

Target structures

(I) like (swimming). Do (you) like (reading)?
don't like

I'm (afraid of) (doing that).
(tired of)
(interested in)

Expressions

Good luck! It's not that bad. What's wrong with that?

Vocabulary

branch	parents	tuition
candidate	personality	
college	personnel	look for
housing allowance	responsibility	travel (v)
job openings	resume (or résumé)	
Masters in Business Administration (M.B.A.)	salary	dynamic

1. Briefly review the previous lesson.

2. Classroom context. Listen:

- (a) I read a lot of books, newspapers, and magazines. I buy two or three books every week. I like reading.
(b) One of my friends doesn't have a car. He walks everywhere. He doesn't want a car. He likes walking.
(c) My friend Maria has a lot of friends in different places. She often writes them. She writes a lot of letters every week. She likes writing letters.

3. Listen:

I like doing a lot of things. I like reading, watching television, listening to music, driving, cooking, and swimming.
T: reading C: You like reading, etc.

4. Practice:

T: you C: What do you like doing?
Continue: she/they/he/I/(John)/you

5. Application. Listen and repeat:

in the spring, in the summer, in the fall, in the winter, in the mornings, in the afternoons, in the evenings, on weekends, on vacations

Ask questions (Ask him/her/me.): What do you like doing in the summer/in the evenings/on weekends? etc. (to elicit: I like watching television in the evenings, I like swimming in the summer, etc.)

6. Additional Application. Ask: What about your brother/sister/father/mother? etc. (to elicit: My brother/He likes playing football, etc.)

7. Pair Work. Have students ask questions and give answers like the ones in steps 5 and 6.

8. Listen:

- (a) I never fly. I don't like planes. I don't like flying.
(b) My car's very dirty. I never clean it. I don't like cleaning cars.
(c) My friend, Michael, is very nervous. He has to go to the dentist today. He doesn't like going to the dentist.

9. Listen:

There are a lot of things that I don't like doing. I don't like flying, I don't like cleaning cars, I don't like going to the dentist, I don't like ironing, and I don't like waiting for buses.
T: flying C: You don't like flying, etc.

10. Invention Exercise.

T: he/television

C: He doesn't like watching television.

T: they/football

C: They don't like playing football.

Continue:

she/homework

you/the radio

we/the dentist

she/restaurants

11. T: swimming

S: I like swimming or I don't like swimming.

Give cues: reading/studying/walking/fishing/cooking/driving/flying/ironing/watching television/going to the dentist, etc.

12. Pair Work. Act out:

S1: Do you like walking? S2: Yes, I do/No, I don't, etc.

13. Write on the board and have students copy:

I like reading. I don't like ironing. Do you like walking?

14. Advertisement. Students silently read the advertisement. Ask individual students questions:

Do you have a dynamic personality? Ask him/her/me, etc.

15. Conversation. Set up the situation. Ask prelistening questions: Is Jeff going to apply for the job? Is Patti going to apply? Play the recording or act out the conversation. Check answers.

16. Selective repetition of the conversation.

17. Practice:

T: finding a new job

T: I'm not interested in finding a new job.

T: making more money

T: I'm not interested in making more money.

T: finding a new job

C: I'm not interested in finding a new job.

Continue:

making more money

going to Japan

meeting new people

traveling

being independent

18. Practice:

T: She's only been working there for two years.

C: Yes, but she's already tired of working there.

Continue:

She's only been typing for an hour./She's only been living in New York for three months./She's only been driving for 20 minutes./She's only been listening for ten minutes.

19. Practice:

T: Some people are afraid of walking in the streets.

C: I'm not afraid of walking in the streets.

Continue: Some people are afraid of flying/driving fast/dying/crossing the street.

20. Silent reading of the conversation.

21. Questions and Answers.

What do Patti and Jeff do? Where are they now? How long has Patti/Jeff worked there? What's Patti tired of doing? What does she want? Why doesn't Jeff want to go to Tokyo? What are the salaries like in Tokyo? Is Jeff interested in earning more money? Ask Why not? Where does Jeff live? Does he like living with his parents? What does Patti like doing? What's she going to do?

22. Pair Work on the conversation.

23. Application. Ask: What are you interested in/tired of/afraid of doing? Ask me/him/her.

24. Assign the exercises to be done in class or at home.

See **Suggestions for further activities** on page 97.

Patti: Jeff, have you seen this ad in the *The New York Sentinel*?

Jeff: Yes, I saw it, but I'm not interested in finding a new job. I've been here since I left college. I like working here.

Patti: Really? I've only been here for three years, and I'm already tired of doing the same thing every day. I'm afraid of getting really bored.

Jeff: Oh, come on! It's not that bad. You'll do the same thing there every day.

Patti: Yes, but the salaries are good.

Jeff: I'm not interested in making more money. I have enough now.

Patti: I can never have enough. Of course, you live at home with your parents.

Jeff: I like living with my parents. What's wrong with that?

Patti: Nothing. But I like being independent. I like traveling and I enjoy meeting new people. I'm going to apply for the job.

Jeff: Well, good luck.

Exercise 1

Answer these questions:

What do you like doing on weekends?/on vacation?

What do you enjoy doing in the spring?/summer?/fall?/winter?

Exercise 2

I don't like watching TV.

Write five true sentences.

Exercise 3

flying

He's afraid of flying.

Write sentences using:

going to the dentist

losing his job

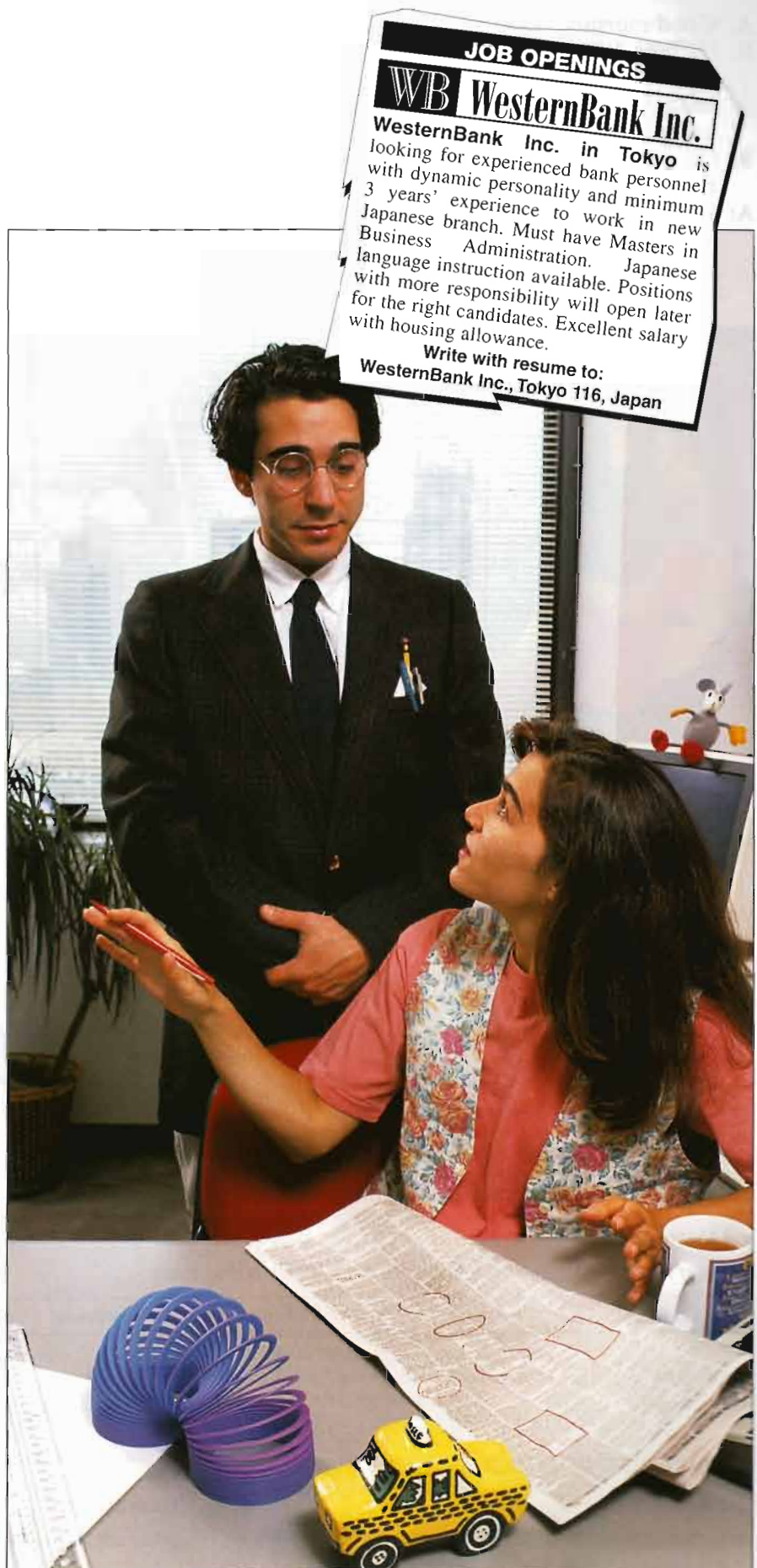
dying

Exercise 4

I'm interested in learning English.

I'm not interested in studying history.

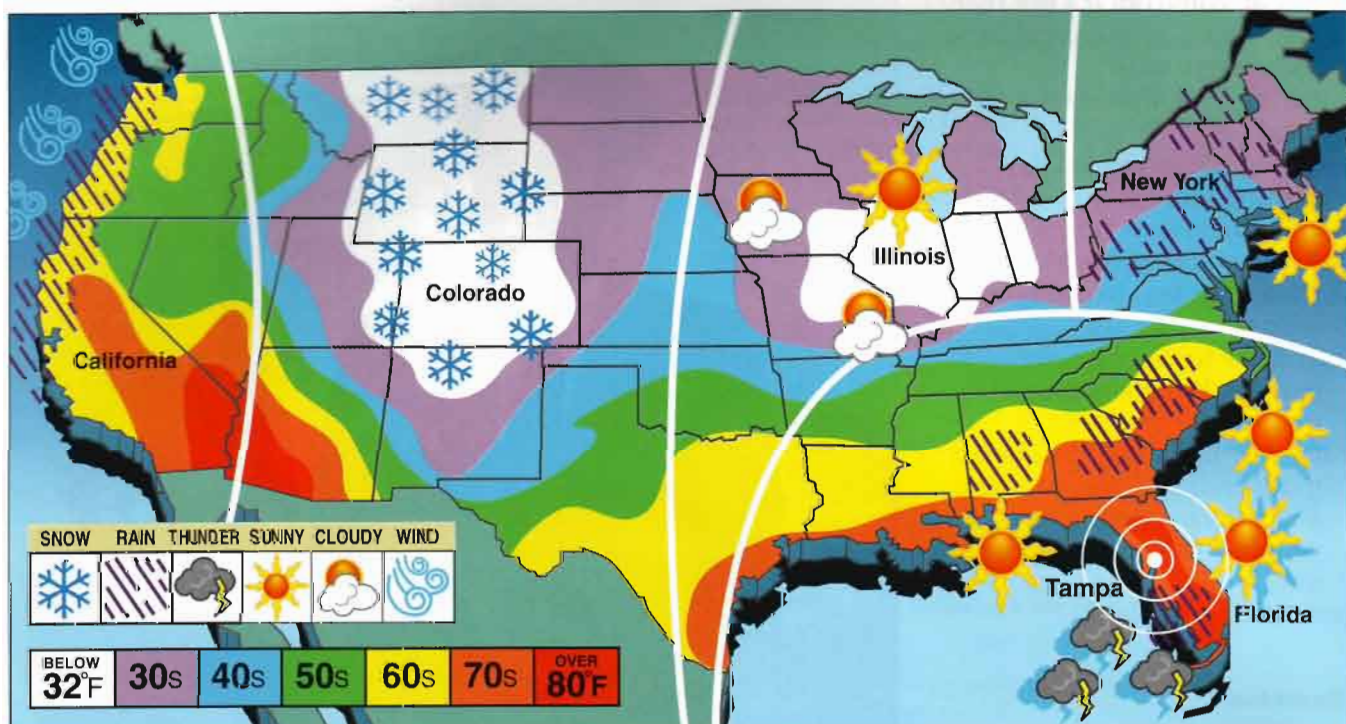
Write true sentences.



A: Good morning, Libby.
 B: Hi, Jake. It's a nice day, isn't it?
 A: Yeah. What are you doing today?
 B: I'm not sure. I might go to the beach later.
 A: Well, take an umbrella. I've just seen the weather report. It might rain this afternoon.

A: Good afternoon, Mrs. Acuna.
 C: Hello, Jake. It isn't very nice today, is it?
 A: It was a nice morning. It might stop raining soon.
 C: I hope so.
 A: Are you playing tennis today?
 C: Maybe, it depends on the weather.

A: Good evening, Mr. Pastorius.
 D: Good evening, Jake. I think we might have a storm tonight.
 A: Oh, really?
 D: Yes. The sky's very dark. And I've just heard thunder.
 A: Oh, great! I like thunderstorms.
 D: I don't. I'm afraid of the lightning.



Weather Report

Good morning, I'm Wayne Porter, and here is the latest weather report from Channel 15. First the national picture. The Pacific Coast will have strong winds which might bring rain from Northern California through coastal regions of the Pacific Northwest. In the Rockies there will be heavy snow. It will be cold and dry in the Midwest, with cloudy skies in the afternoon. Over to the Northeast, where there will be clear skies this morning. There might be some rain in the afternoon, but it won't be heavy. You can expect temperatures in the high 30s to low 40s. Finally, here in the Southeast, it will be warm and sunny in the morning, with a 40% chance of rain in the early afternoon. There will be rain in the evening, and there might be thunderstorms at that time. Now we're going over to Joan Zane in our Tampa studio for your local weather news....

Listening

Listen to the report for Tuesday, and draw the symbols on the chart.

Pacific Coast	Rockies	Midwest	Northeast	Southeast

Exercise 1

What will the weather be like in California?
 It'll be cold and windy. It might rain in the north.
 Ask and answer about other areas.

Exercise 2

What will the weather be like here tomorrow?

Target Structures

Will it rain? It might rain/It might not rain.

What will (the weather) be like (in Denver)?

It depends on...

Vocabulary

cloud/cloudy	region	clear (adj)
fog/foggy	situation	coastal
rain/rainy	snow (n)	dry (adj)
storm/stormy	snowfall	heavy (snow/rain)
sun/sunny	symbol	humid
wind/windy	thunder	national
	thunderstorm	
coast	umbrella	extremely
lightning	weather report	maybe

1. Briefly review the previous lesson.

2. Conversation A-B. Have students cover the text. Set up the situation. Ask prelistening question: *What will the weather be like this afternoon?* Play the recording or act out the conversation. Check answers.

3. Selective repetition of Conversation A-B.

4. Practice:

T: I
T: I might go to the beach later.
T: I
C: I might go to the beach later.

Continue: *she/we/they/he/you/Dave*

5. Practice:

T: rain
T: It might rain this afternoon.
T: be wet
T: It might be wet this afternoon.
T: rain
C: It might rain this afternoon.

Continue:

be wet
snow
be cold
be hot
be windy

6. Practice:

T: nice
C: It's a nice day, isn't it?
Continue: *warm/cold/hot/lovely/beautiful*

7. Silent reading of Conversation A-B.

8. Pair Work on Conversation A-B.

9. Conversation A-C. Follow the same procedure as for Conversation A-B, but include these prelistening questions: *What's the weather like? Will Mrs. Acuna play tennis this afternoon?* Check answers.

10. Practice:

T: Are you going to play golf? (weather)
T: Maybe, it depends on the weather.
T: Are you going to play golf? (weather)
C: Maybe, it depends on the weather.

Continue:

Are you going to buy it? (price)
Will you take the job? (salary)
Will you be there early? (traffic)
Do you want to eat in that restaurant? (menu)

11. Practice:

T: nice
C: It isn't very nice today, is it?
Continue: *warm/hot/sunny/bright/cold*

12. Conversation A-D. Follow the same procedure as for Conversation A-B, but include this prelistening question: *What will the weather be like tonight?* Check answers.

13. Practice:

T: a storm
T: I think we might have a storm tonight.
T: a storm
C: I think we might have a storm tonight.

Continue: *rain/thunder/fog/snow/thunder and lightning*

14. Weather Report. Focus attention on the weather map. Have students cover the text. Ask prelistening questions: *What will the weather be like in the Rockies? What will the weather be like in the Southeast?* Play the recording. Check answers.

15. Selective repetition of the Weather Report.

16. Silent reading of the Weather Report.

17. Questions and Answers.

Tell me about the weather on the Pacific coast/in the Rockies. Will it be sunny in the Midwest? What will the weather be like in the Northeast? What will the temperature be in the Northeast? Where will it be warm and sunny? Will it rain in the afternoon in the Southeast? (to elicit: It might rain.) Will there be thunderstorms in the evening?

18. Exercise 1. Go through orally. Students then ask and answer in closed pairs.

19. Listening. Focus attention on the key to the symbols on the map. Elicit the words that the symbols represent and check pronunciation. Explain the task. Play the recording. Students compare answers in pairs. Play the recording again. Go over the answers with the class.

20. Ask questions about the weather in different areas as in step 17. (Allow students to look at the transcript in the Listening Appendix at the back of the Student Book, if necessary.)

21. Application.

What's the weather like in (your country) at this time of the year/ in summer/in winter/in autumn/in spring? Does it often/ever rain/snow in (your country)? Is it often hot/foggy/windy? What happens before a thunderstorm? Are you afraid of thunderstorms? Ask him/her/me/each other. What should/shouldn't you do in a thunderstorm? Which season do you prefer? Why? Which season do you like least? Why?

22. Additional Application.

Ask: *What are you doing this evening, (Maria)?* Elicit a true response, then say: *Ask me.* Reply: *I'm not sure, I might watch television, or I might go out.* Then ask: *What are you doing this evening?* To elicit: *I might...* (or definite answers).

23. Go through Exercise 2 orally. Then assign it as written work in class or for homework.

See **Suggestions for further activities** on page 97.

Target structures

Extension of quantity expressions:

There's plenty of (gravy).
There are plenty of (potatoes).
There are too many (plates).
There's a little too much (gravy).
There isn't enough (gravy).
There's a lot of (gravy).
There are lots of (peas).

Start/Begin (doing it).
(He's) getting (upset).
I'm (a waitress), not (a cook).

Expressions

Huh!
Hurry up.
I only have two hands.
Whew!

Vocabulary

chef	pot	be out sick (today)
cook (n)	special	drop (v)
dish towel	water glass	
gravy		cheap
plate	be off (today)	thirty-seat (bus)

1. Briefly review the previous lesson.

2. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *Why does the chef need help? What does the waitress put on the plates?* Play the recording or act out. Check answers.

3. Selective repetition of the conversation.

4. Practice:

T: *upset*
 T: *They're getting upset.*
 T: *bored*
 T: *They're getting bored.*
 T: *upset*
 C: *They're getting upset.*

Continue:

bored
hungry
worried
thirsty
tired

5. Practice:

T: *she/waitress/cook*
 T: *She's a waitress, not a cook.*
 T: *they/police officers/soldiers*
 T: *They're police officers, not soldiers.*
 T: *she/waitress/cook*
 C: *She's a waitress, not a cook.*

Continue:

they/police officers/soldiers
he/dentist/doctor
they/students/tourists
she/manager/secretary
he/flight attendant/pilot

6. Practice:

T: *Do I put the meat on the plates now?*
 T: *Yes, start putting the meat on the plates.*
 T: *Do I prepare the vegetables now?*
 T: *Yes, start preparing the vegetables.*
 T: *Do I put the meat on the plates now?*
 C: *Yes, start putting the meat on the plates.*

Continue:

Do I prepare the vegetables now?
Do I put the potatoes on now?
Do I make the gravy now?
Do I put the gravy on the meat now?
Do I take the plates out now?

7. Practice:

T: *gravy*
 T: *There isn't enough gravy.*
 T: *peas*
 T: *There aren't enough peas.*
 T: *gravy*
 C: *There isn't enough gravy.*

Continue:

peas
meat
plates
potatoes
milk

8. Practice:

T: *There isn't enough gravy.*
 T: *There's plenty over there.*
 T: *There aren't enough peas.*
 T: *There are plenty over there.*
 T: *There isn't enough gravy.*
 C: *There's plenty over there.*

Continue:

There aren't enough peas.
There isn't enough meat.
There aren't enough plates.
There aren't enough potatoes.
There isn't enough milk.

9. Silent reading of the conversation.

10. Play the recording or read aloud again. Students listen and read.

11. Pair Work on the conversation.

12. Invention Exercise. T: *In the United States, there's plenty of oil/gas/coal/water/farmland. But there aren't enough jobs/houses/hospitals/police officers.*

T: *coal*

T: *There's plenty of coal.*

T: *jobs*

T: *There aren't enough jobs.*

T: *coal*

S: *There's plenty of coal.*

Continue:

jobs
water
houses
farmland
gas
hospitals

13. Application (1). Say: *Tell me about (your country).* (to elicit: *There's plenty of... There aren't enough....*)

14. Application (2). Say: *In (this town) there are lots of trees/restaurants/parks/coffee shops. But there aren't many (factories) and there isn't much (pollution). Tell me about (your town).*

15. Application (3). Say:

I've never dropped a plate in my life.
I've never broken a bone in my life.
I've never had an accident in my life.
What about you?

16. Application (4). Say:

I can speak (French).
I started learning (French) (ten) years ago.
I can (swim).
I started (swimming) (20) years ago.
 Ask: *Can you drive? When did you start driving? Ask him/her/me. Ask questions with: cook/sew/learn English/learn French/play football, etc.*

17. Go through the exercise orally. Assign it for written work in class or for homework.

See **Suggestions for further activities** on page 97.

Waitress: Hurry up, Chef! I have twelve customers, and they all want today's special. Some of them have been waiting for fifteen minutes. They're getting upset.

Chef: I know, I know, but I only have two hands. You'll have to help me.

Waitress: Help you? That's not my job. I'm a waitress, not a cook.

Chef: Well, one of my assistants is off today, and the other is out sick.

Waitress: Oh, OK. What do I do first?

Chef: Well, start putting the meat on the plates, and I'll finish these vegetables.

Waitress: OK. Is that enough meat?

Chef: Hmm. That's a little too much. Take some off.

Waitress: What about potatoes?

Chef: Oh, put on plenty of potatoes, they're cheap—and lots of peas.

Waitress: All right. Can I take them out now?

Chef: Have you put the gravy on yet?

Waitress: Huh? Oh, no, I haven't. Where is it?

Chef: Here it is.

Waitress: Oh, there isn't enough gravy.

Chef: There's plenty in that pot over there.

Waitress: Where? Oh, OK. I've got it.

Chef: Fine. Now you can begin taking the plates out to the customers.

Waitress: Whew! They're hot!

Chef: Well, use a dish towel. And don't carry too many plates. You might drop them.

Waitress: Oh, I won't drop them. I've never dropped a plate in my life! (Crash!)

Exercise

Thirty-two people have bought tickets for a city tour.

This is a 40-seat bus.

There are plenty of seats.

This is a 30-seat bus.

There aren't enough seats.

1

Eight people are coming to dinner.

We have 12 water glasses.

We only have seven chairs.

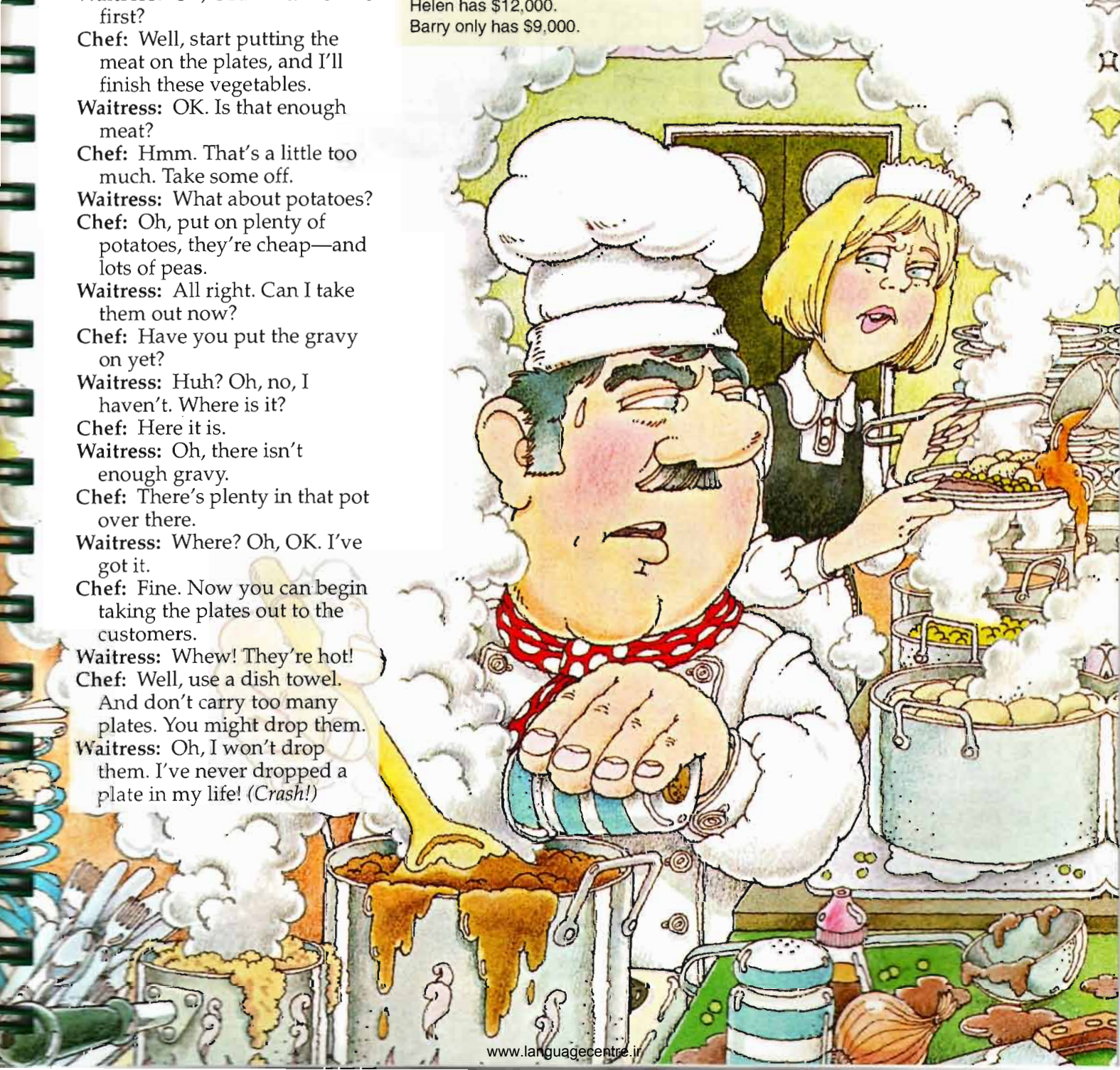
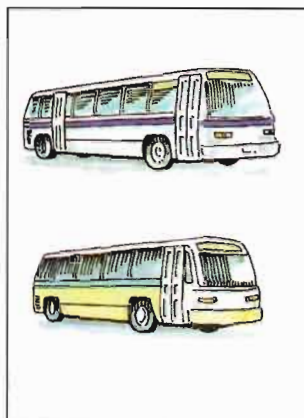
2

This car costs \$10,000. Both Helen

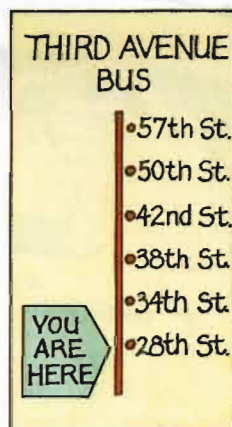
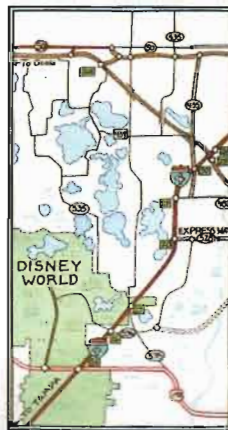
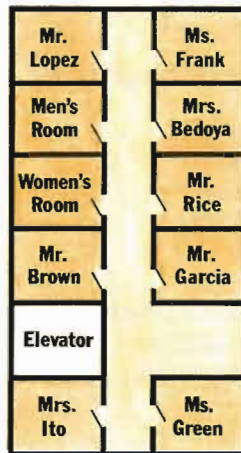
and Barry want to buy it.

Helen has \$12,000.

Barry only has \$9,000.



- A: Good morning. Can I help you?
 B: Yes. I have an appointment with Mrs. Bedoya, the sales manager.
 A: What time is your appointment?
 B: Eleven-thirty.
 A: OK. You're Ms. O'Hare, aren't you?
 B: Yes, that's right.
 A: Take the elevator to the third floor. Go down the hall to the left. Mrs. Bedoya's office is the third door on the right. You can't miss it.
 B: Thank you.
 A: Don't bother to knock. Just go right in. She's expecting you.
 C: Excuse me.
 D: Yes?
 C: I'm lost. Is this the way to Disney World?
 D: Well, you can get there this way. But it's not the quickest route.
 C: Oh, no. Well, can you tell me the best route?
 D: Sure. Turn around and go back to the expressway. Turn left and go on until you get to the interstate—that's the I-4.
 C: The I-4?
 D: That's right. Turn left on the interstate, and follow the signs for Tampa. That's I-4 West. You'll see signs to Disney World after a few miles. It's exit 26.



- E: Does this bus go to Fiftieth Street?
 F: Yes, it does. Step in, please.
 E: What's the fare?
 F: A dollar twenty-five.
 E: OK. Here's two dollars.
 F: Can't you read? "Exact change only."
 E: Oh, OK. I have five quarters here. Can you tell me when we get to Fiftieth Street?
 F: OK.
 E: Thanks a lot.

BLOOMBERGER'S

6th FLOOR	Restaurant, CDs, books
5th FLOOR	Furniture
4th FLOOR	China, linens
3rd FLOOR	Men's clothing
2nd FLOOR	Women's clothing
1st FLOOR	Cosmetics, accessories
BASEMENT	Food court, kitchenware

Exercise

Look at the store directory and make conversations. Ask for directions to different sections of the store. You can use some of the expressions below.

Excuse me.
 Pardon me.

Can I help you?
 May I help you?
 Yes, what do you want?

I'm looking for...
 I'm trying to find...
 Can you tell me where...?
 Where's...?
 Do you know where (the section) is?

It's on the...
 Take the escalator to...
 Take the elevator to...
 You'll find it on...

Expressions

Can you tell me the way/best route to (Disney World)?
 Can you tell me when we get (there)?
 Does this bus go to (50th Street)?
 Don't bother to knock.
 Exact change only.
 Excuse me.
 I have an appointment with (Mrs. Bedoya).
 I'm looking for the (cafeteria).
 Just go right in.
 (She)'s expecting you.
 Step in.
 Turn (left) on (the interstate).

Vocabulary

accessories	department	hall
appointment	fare (n)	interstate
china	floor	kitchenware
clothing	food court	linens
corridor	furniture	sign (n)
cosmetics		

Note: In American buildings, the ground floor is called the first floor.

1. Briefly review the previous lesson.

2. Conversation A-B. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: Which floor is Mrs. Bedoya's office on? Play the recording or act out. Check answers.

3. Selective repetition of Conversation A-B.

4. Practice:

T: Mrs. Bedoya
 T: I have an appointment with Mrs. Bedoya.
 T: Ms. Frank
 T: I have an appointment with Ms. Frank.
 T: Mrs. Bedoya
 C: I have an appointment with Mrs. Bedoya.

Continue:

Ms. Frank
 Mr. Lopez
 Mr. Rice
 Mrs. Ito
 Mr. Garcia
 Ms. Green

5. Focus attention on Conversation A-B. The students look and listen. Play the recording or read aloud.

6. Silent reading of Conversation A-B.

7. 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 and the class in chorus takes the part of A. Go through the conversation.

8. Pair Work on Conversation A-B.

9. Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. (Check that students can pronounce the names.) Students do the conversation in pairs, using the floor plan for cues.

10. Conversation C-D. Follow the same procedure as for Conversation A-B, but include this practice exercise and use these route numbers from the road map as cues for Pair Work: 1-4, 535, 435, 50, 528, 192.

11. Practice:

T: Disney World
 T: Is this the way to Disney World?
 T: Concord
 T: Is this the way to Concord?
 T: Disney World
 C: Is this the way to Disney World?

Continue:

Concord
 Atlanta
 Charleston
 Bloxham
 Pensacola

12. Practice:

T: Disney World
 T: Can you tell me the best route to Disney World?
 T: Concord
 T: Can you tell me the best route to Concord?
 T: Disney World
 C: Can you tell me the best route to Disney World?

Continue:

Concord
 Charleston
 Bloxham
 Tallahassee
 Tampa

13. Conversation E-F. Follow the same procedure as for Conversation A-B. Use the bus route for cues in Pair Work.

14. Exercise. Focus attention on the store guide. Point out: on the first floor, but in the basement.

Ask questions: T: Where's the restaurant? S: It's on the sixth floor, etc. Read through the expressions in the boxes with the students. Check vocabulary. Demonstrate the Pair Work activity in open pairs before students practice in closed pairs.

15. Application. Have students give you, and each other, directions to various parts of the building and to places in your town.

Suggestions for further activities

1. Pair Work. Bring in a selection of authentic maps and plans, e.g., a road map of the local area, a road map of the country, a fire-escape plan of the school or of a hotel, a city plan, a map of a shopping mall, a store guide, an airport plan, etc. Distribute copies to each pair and have them practice asking for and giving directions.

2. Give students copies of the same map. Have everyone mark the starting point that you decide on, but don't tell them the destination. Then give directions while the class silently marks the route on the map. Check to see if they have reached the correct location. One or two students could be invited to give directions in the same way.

3. Pair Work. Students work in pairs giving directions and marking down routes, as in activity 2.

Target structures

Ask (him) if (he's married). Ask (her) (where) (she lives).

Expressions

be in pain
by radio
Uh-oh.

Vocabulary

cliff	police station	conscious
editor	singer	daily
helicopter		unconscious
ladder	arrange	
movie star	climb (down)	pretty (adv)
news desk	move	
paramedic	record (v)	at the foot of

1. Briefly review the previous lesson.

2. Classroom context. Ask the students to ask you questions, using the pattern: *Ask me if I'm hungry* (to elicit: *Are you hungry?*). Answer the questions.

Sample questions:

Ask me if...

- (1) *I'm hungry/thirsty/tired.*
 - (2) *there's a pen/comb/driver's license in my (pocket/purse).*
 - (3) *I have a camera/Cadillac/dog/cat.*
 - (4) *I can swim/speak Spanish/play the piano.*
 - (5) *I drink coffee/read Time magazine/walk to school.*
 - (6) *I went out last night/caught television/had a Coke.*
 - (7) *I've ever been to Paris/had an accident/met Sophia Loren.*
 - (8) *I'm going to take a vacation this year/stay at home tonight/watch television on Saturday.*
 - (9) *I was here on Sunday/Monday/Saturday.*
 - (10) *I'll be here tomorrow/on Saturday/next week.*
- (Add: Ask him/her if... questions as well.)

3. Have the students ask you to ask them questions (give cues if necessary):

S1: *Ask me if I'm married.* T: *Are you married?* etc.

4. Pair Work. Students ask each other to ask each other questions as in step 3.

5. Ask the students to ask you questions using the pattern: *Ask me what I did last weekend* (to elicit: *What did you do last weekend?*). Answer the questions.

Sample questions:

Ask me...

- (1) *what I did last weekend/last night.*
 - (2) *when I started teaching/driving.*
 - (3) *where I'm going tonight/on Saturday.*
 - (4) *why I went to the doctor's/police station yesterday.*
 - (5) *how I came to school this morning/yesterday morning.*
 - (6) *how much money I have in my (pocket)/in the bank.*
 - (7) *how many languages I can speak/sports I can play/musical instruments I can play.*
 - (8) *what my favorite television program/color is.*
 - (9) *who I saw last night/this morning.*
 - (10) *how old I am/my sister is, etc.*
- (Add: Ask him what.../ask her when... questions as well.)

6. Have the students ask you to ask them questions, as in step 3, using the *Ask me (what)...* pattern.

7. Pair Work, as in step 4, using the *Ask me (what)...* pattern.

8. Text 1 (radio news flash). First paragraph. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *Where is the accident?* Play the recording or act out the text. Check answers.

9. Questions and Answers.

Where has the man fallen?

Where is he now?

What's just arrived at the scene?

What's the paramedic just done?

Who's he speaking to?

10. Conversation. Ask prelistening questions: *Is the man conscious? Is he in pain?* Play the recording or act out. Check answers.

11. Selective repetition of the conversation.

12. Silent reading of Text 1 and the conversation.

13. Questions and Answers. Say: *I'm the man on the beach.*

Ask me if I can move. Ask me if I'm in pain.

Ask me where it hurts. Ask me how I fell.

Ask me how long I've been on the beach.

Ask me if I'm cold. Ask me if I've ever had penicillin.

Ask me where I live. Ask me what my phone number is.

14. Role play. Students in groups of three role play the paramedic, doctor, and injured man. Encourage them to use questions as in step 13.

15. Text 2 (Bob Atkinson). Have students cover the text. Set up the situation. Play the recording or act out.

16. Silent reading of Text 2.

17. Questions and Answers. Say: *Now I'm Duke Williams.*

Ask me if I like the city.

Ask me what my next record will be.

Ask me when I recorded it.

Ask me where I recorded it.

Ask me if I've recorded many songs recently... and don't ask me how old I am!

18. Focus attention on "Practice." Explain the task. Students work in pairs. They choose a famous person and then role play the editor of the *Daily Sun* and a young reporter. The editor tells the reporter what questions to ask. Then the students reverse roles, choose a different famous person, and role play again.

19. Assign the exercises to be done in class or at home.

Suggestions for further activities

1. Group work. Students work in groups of three, as the editor of a newspaper, a trainee journalist, and a famous person of their choice. The editor tells the journalist what to ask, and the journalist asks the questions. The famous person replies. For example:

Editor: *Ask her the name of her next movie/if she's going to marry Steve Newman/how much they paid her to star in "Big Bucks."*

Journalist: *What is the name of your next movie?*

Famous person: *I can't tell you that. It's a secret, etc.*

2. Role play. Students work in groups of three as an air traffic controller, a pilot, and a hijacker. The questions from both the controller and the hijacker are relayed through the pilot. Students take turns to play the different roles, for example:

Air traffic controller: *Ask her how much money she wants.*

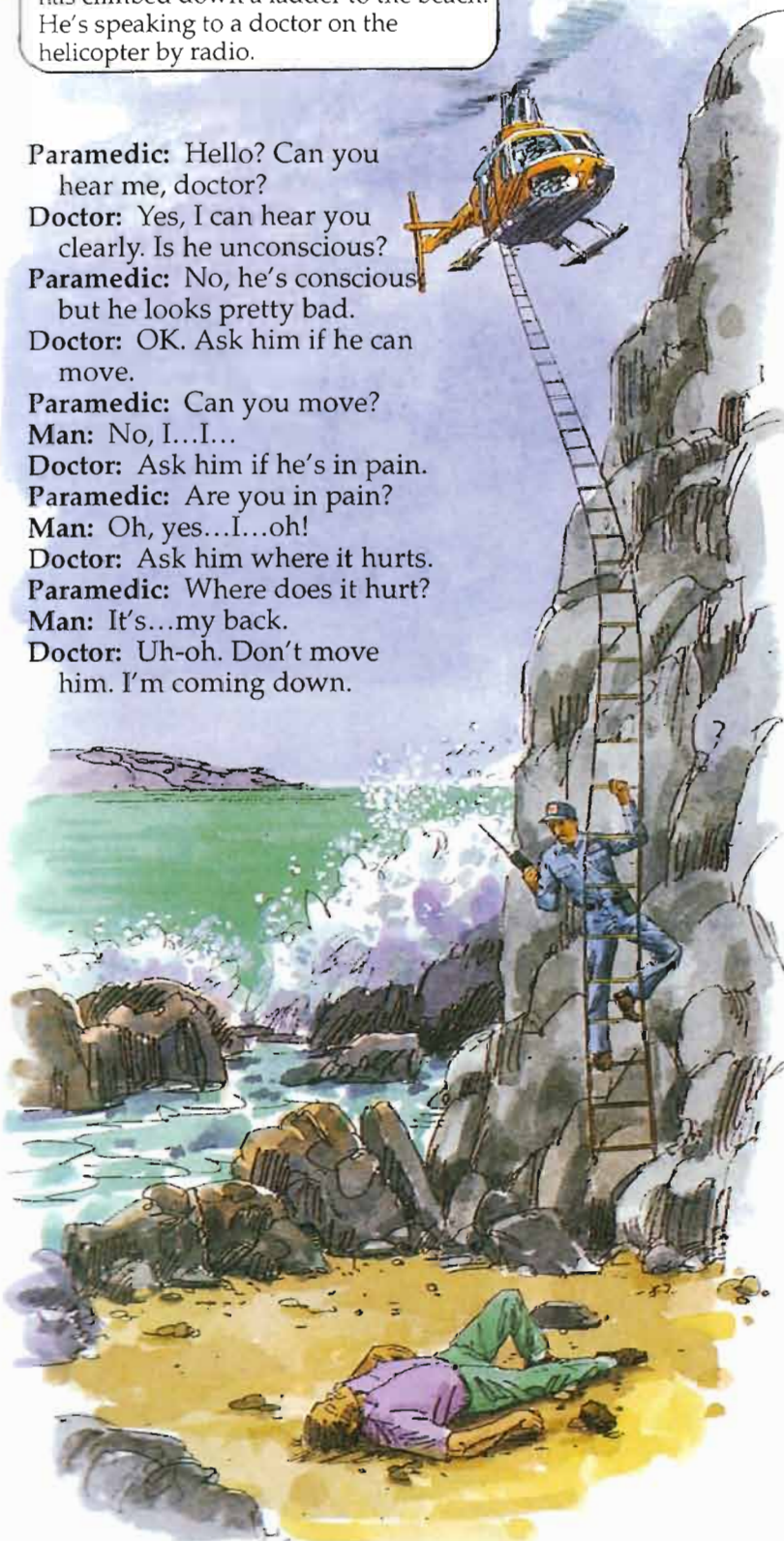
Pilot: *How much money do you want?*

Hijacker: *I want a million dollars. Ask him to fly to New York, etc.*

This is the KLLN Radio Newsdesk. It's 5:15. ...A Coast Guard helicopter is trying to rescue a man who has fallen down a cliff in Point Reyes, about fifteen miles north of San Francisco. The man is lying on a small beach at the foot of the cliff. The helicopter has arrived at the scene, and a paramedic has climbed down a ladder to the beach. He's speaking to a doctor on the helicopter by radio.



Paramedic: Hello? Can you hear me, doctor?
Doctor: Yes, I can hear you clearly. Is he unconscious?
Paramedic: No, he's conscious but he looks pretty bad.
Doctor: OK. Ask him if he can move.
Paramedic: Can you move?
Man: No, I...I...
Doctor: Ask him if he's in pain.
Paramedic: Are you in pain?
Man: Oh, yes...I...oh!
Doctor: Ask him where it hurts.
Paramedic: Where does it hurt?
Man: It's...my back.
Doctor: Uh-oh. Don't move him. I'm coming down.



Bob Atkinson is the editor of the *Daily Sun*. He's sending a young reporter, Lois Gold, to interview the singer, Duke Williams.

"Now, I've arranged an interview for four o'clock at his hotel. Ask him lots of questions. You know—ask him if he likes the city. Ask him what his next record will be and when he recorded it, and ask him where. Ask him all the usual questions. But don't...don't ask him how old he is, OK?"

Practice

Now you are the editor. You're sending a reporter to interview some famous people. Tell him or her what questions to ask.

The President of the U.S.A./A famous sports person/A famous actor/A famous singer

Exercise 1

Ask him if he's married.

Are you married?

1. Ask him if he's a student.
2. Ask her if she has a car.
3. Ask him if he can swim.
4. Ask her if she likes coffee.
5. Ask him if he enjoys learning English.
6. Ask her if she got up early this morning.
7. Ask them if they have been to Brazil.

Exercise 2

Is she bored?

I don't know. You ask her if she's bored.

1. Does she have any sisters?
2. Can he drive?
3. Does he speak French?
4. Does she like watching television?
5. Did they go out last night?
6. Has she ever met a movie star?
7. Will they be in class tomorrow?

Exercise 3

Ask her where she lives.

Where do you live?

1. Ask her what time she eats breakfast.
2. Ask her who she met yesterday.
3. Ask her what time she got here.
4. Ask her why she's laughing.
5. Ask her how she gets to work.
6. Ask her how far it is to Miami.
7. Ask her how much money she has.

Exercise 4

Where did he buy his watch?

I don't know. You ask him where he bought his watch.

1. Who did he speak to last night?
2. When did they get married?
3. What has she done today?
4. How many children do they have?
5. Why does he have to go to the police station?
6. How old is she?
7. How much did she pay for her car?

Dick and Janet were driving along a quiet country road in Ohio. They were on their way to Cincinnati. It was almost midnight.

Janet: Dick, look over there. There's something in the sky. What is it?

Dick: I don't know what it is. It's probably a plane.

Janet: I don't think so. It's too big—and too bright.

Dick: You've seen too many movies, Janet. Oh, no!

Janet: What's the matter?

Dick: The engine just died.

Janet: What's happened to it?

Dick: Well, I don't know what happened. We'll have to find a service station.

Janet: There's one in the next town.

Dick: Great, but I don't know if it's open. It's really late.

Suddenly there was a loud noise, and a big, bright silver object flew low over their car. It stopped in midair, turned around, and flew back over their car. Then it went straight up into the sky and disappeared.

Janet: Wow! What was that?

Dick: Huh? Don't ask me. I have no idea what it was.

Janet: Whew! Let's go.

Dick: We can't. The car won't start.

Janet: Try it again.

Dick: That's strange. It's OK now. I wonder why it wasn't working.

Janet: Do you think it was a UFO?

Dick: I don't know. I really don't. We should call the police.

Janet: Do you think they'll believe us?

Exercise 1

Where did it come from? (They don't know)

They don't know where it came from.

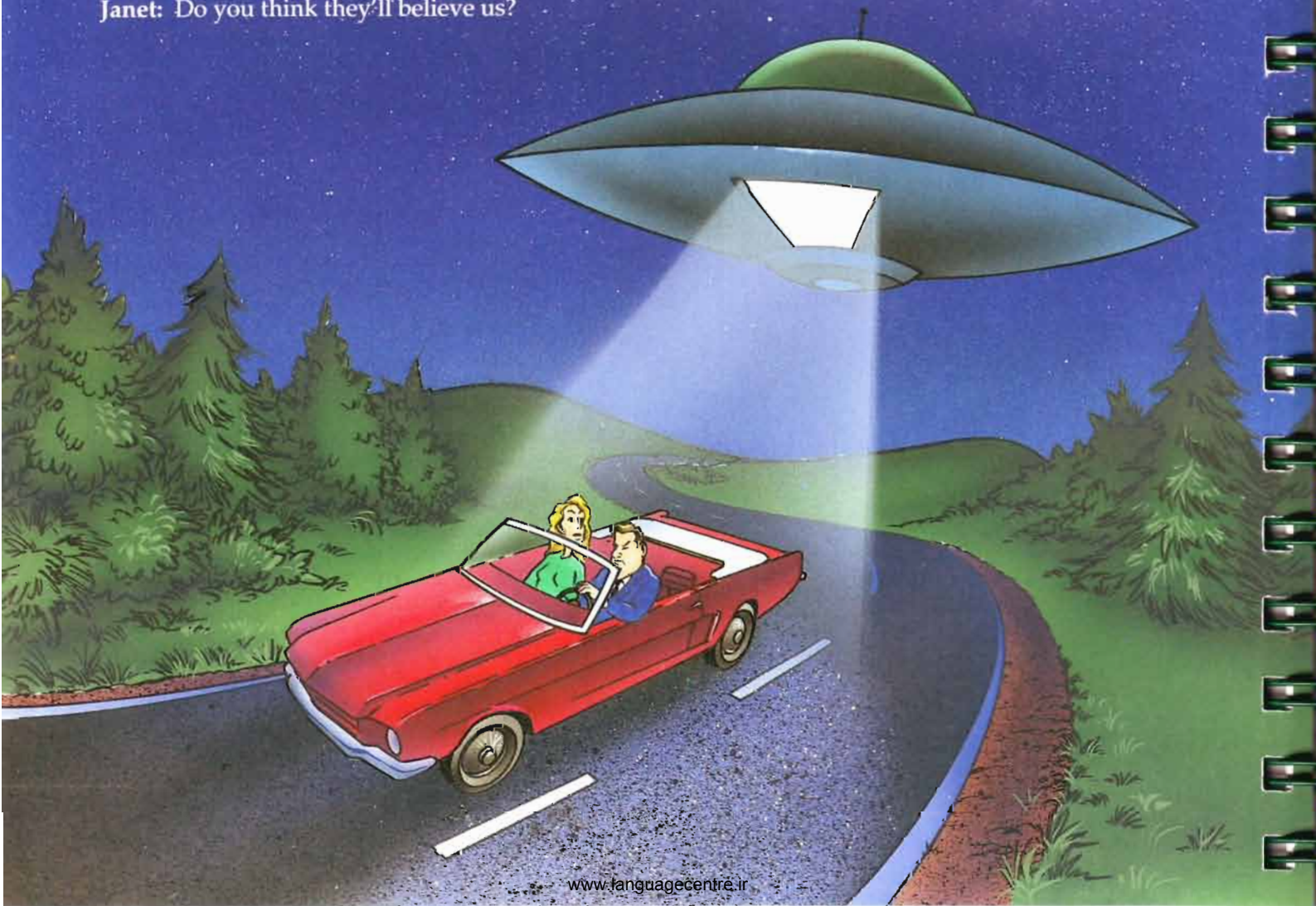
1. What was it? (He had no idea)
2. Why wasn't the car working? (They wondered)
3. Where did the object go? (She doesn't know)
4. What will the police say? (They have no idea)

Exercise 2

Was it a UFO? (He has no idea)

He has no idea if it was a UFO.

1. Did it come from another planet? (She wonders)
2. Is the garage open? (He doesn't know)
3. Was it a dream? (We don't know)
4. Will the police believe them? (She has no idea)



Target structures

Do you know (who) (it is)?
 I don't know (what) (it was).
 I have no idea (where) (it came from).
 I wonder (why) (the car won't start).
 Do you know if (it's a UFO)?
 I don't know if (it's open).
 I have no idea if (it was a dream).

Expressions

Don't ask me!
 Great!
 The engine died.
 (They were) on (their) way to (Cincinnati).

Vocabulary

midair	UFO (unidentified flying object)	bright
midnight		
object		low (adj)
service station	fly back (over)	straight up
sky	turn around	

1. Briefly review the previous lesson.

2. Classroom context. Before the lesson, conceal a small object in a pocket or purse (for example, a paper clip). (Or draw an unrecognizable object on the board.) Say: *There's something in my (pocket). Do you know what it is?* (If students try to guess, say: *No, it isn't*, repeatedly.) Say: *Ah, you don't know what it is.*
 Choose a student and say: *Do you know what it is?* (to elicit: *I don't know what it is.*)
 Say: *Ask him/her/me...* (to elicit: *I don't know what it is.*)

3. Follow the same procedure, using:

(a) a picture of a person (on a flash card or on the board) to practice:
Do you know who it is?
I don't know who it is.
 (b) the name of a fairly obscure town to practice:
Do you know where it is?
I don't know where it is.
 (c) a pen that you pretend to have found to practice:
Do you know whose it is?
I don't know whose it is.
 (d) the time in various countries/cities to practice:
Do you know what time it is in (New York)?
I don't know what time it is.
 (e) your birthday to practice:
Do you know when it is?
I don't know when it is.
 Extend this by asking: *How far is it to (Chicago)? How tall is my (sister)?* etc.

4. Point to a student. Say: *Is he hungry?*

Before anyone can answer, say: *Do you know?*
 Then say: *I don't know if he's hungry. Repeat!*
 Then say: *Ask him if he's hungry.* (to elicit: *Are you hungry?*)
 Ask questions to elicit: *I don't know if...*
 Then say: *Ask (her) if...*
Does (she) have a garden?
Did (she) go out last night?
Has (she) ever been to Paris? Can (she) cook? etc.

5. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *Where were they? What happened to the engine? Describe what they saw.* Play the recording or act out the text and conversations. Check answers.

6. Selective repetition of the texts and conversations.

7. Practice:

T: *Is it open?*
 T: *I don't know if it's open.*
 T: *Has it died?*
 T: *I don't know if it's died.*
 T: *Is it open?*
 S: *I don't know if it's open.*

Continue:

Has it died?
Is there a service station?
Was it a UFO?
Did they call the police?
Will they believe them?

8. Practice:

T: *What was it?*
 T: *I don't know what it was.*
 T: *Why did the engine die?*
 T: *I don't know why the engine died.*
 T: *What was it?*
 S: *I don't know what it was.*

Continue:

Why did the engine die?
How did it disappear?
How fast was it moving?
When did they call the police?

9. Practice:

T: *What was it?*
 T: *I don't know what it was.*
 T: *Was it a UFO?*
 T: *I don't know if it was a UFO.*
 T: *What was it?*
 S: *I don't know what it was.*

Continue:

Was it a UFO?
Has it stopped?
Why has it stopped?
Did they call the police?

10. Silent reading of the texts and conversations.

11. Pair Work on the texts and conversations.

12. Go through Exercises 1 and 2 orally. Assign them for written work in class or for homework.

13. Application.

Have you ever seen a UFO? Ask him/her.
Do you know if I've seen one? Ask me.
Have you ever seen a picture of a UFO? Ask him/her/me.
Have you read any books about UFOs? Ask him/her/me.
Do you think people really see them?
What do you think UFOs are?
Do you believe they come from other planets?

Suggestions for further activities

1. Each student makes a list of ten questions, using: *Do you know who/where/when/why/what/whose/how/ how far/how tall/how heavy?* etc. They use the lists and question their partners in pairs, keeping a note of correct answers given. The partner either replies with the answer or says *I don't know where.../who.../etc.*

2. Discussion. In groups, students choose a "great mystery" such as the Bermuda Triangle, the Yeti (abominable snowman), the secrets of the pyramids, Atlantis, UFOs, life on other planets, etc. Students discuss the mystery and/or list reasons for belief and disbelief in it.

Target structures

Review and reinforcement

Expressions

(He)'s in for a surprise.

Vocabulary

agency	step (n)	warn
cargo	supertanker	weaken
chance	thief	
collision	ton	available
crew	word	environmental
crude oil	zoo	giant
dozen		low/high (40s)
drama	break (in half)	light (wind)
driver	contain	marine
edge	continue	parked
government	correct (v)	poisonous
grid	damage (v)	possible
industry	drop	recent
letter	drift	self-teaching
loss	endanger	thick (fog)
native speaker	fight (v)	westerly (wind)
oil slick	prevent	
oil tanker	reach	fairly
pollution	spend (the night)	mostly
resident	threaten	

1. Briefly review the previous lesson.**2.** Classroom context. Ask questions: *Do you read newspapers? Ask Which? Have you read a newspaper this week? Did you read a newspaper yesterday? etc.***3.** Ask pre-reading questions: *What kind of ship is the Titan? How much oil was it carrying? Has the oil slick reached the coast yet?* Students read the text and find the answers. Encourage them to read for the main ideas, and not to worry if they don't understand every word. Go over the answers with the class.**4.** Ask further questions:
*How big is the Titan?
What kind of ship did it hit?
When did it happen?
What was the weather like?**Which part of the tanker did the collision damage?
Did the tanker drift out to sea? Ask Where?
What happened?
Did it happen in the Atlantic? Ask Where?
Where is the oil slick moving?
Is it moving quickly or slowly?**What do environmental groups say?
What are the small boats doing?
Did anybody die in the collision?
How did the crew escape?
Do you know where San Diego is?
Have you ever been there?***5.** Application.
*Have you heard of any other disasters like this?
Ask Where? Ask When?
Why are people in the beach resorts worried?
Why are people in the fishing industry worried?
Do you think environmentalists are angry?
Why are the owners of the oil tanker worried? etc.***6.** Set up the situation for the "Where's My House?" article. Ask pre-reading questions: *Where is Pat Laine's house? Where did she spend the night?* Students read the text. Go over the answers.**7.** Ask further questions:
*Do you know where Los Angeles is? Ask him/her.
Where is Oceanside Cliffs?
Do you know what her job is? Ask him/her.
Where was her house last week?
When did it fall into the ocean?
Will any more parts of the cliff fall?
What have the police done?***8.** Application.
*Have you ever seen a house on a cliff?
It's a crazy place to build a house, isn't it?
It isn't a safe place to live, is it?
Have you ever walked along cliffs?
Ask Where? Ask When?
Do you like walking along cliffs?***9.** Set up the situation for "Surprise for a Thief." Ask pre-reading questions: *Who did the van belong to? What was in the van?* Students read the text. Go over the answers.**10.** Ask further questions:
*Who stole the van?
Ask Where? Ask When?
How many boxes were there in the back?
What did they contain?
How many snakes were there?
What was the driver doing when the thief took the van?
What will happen?***11.** Application.
*Do you like snakes?
Are you afraid of snakes?
Have you ever seen a snake?
Ask Where? Ask When? Ask What kind?
Have you ever touched a snake?
What did it feel like? etc.***12.** Set up the situation for "Weather." Ask pre-reading questions: *Are these sentences true or false? Today will be cloudy. Tomorrow will be hot.* Students read the text. Go over the answers. Ask them to describe today and tomorrow's weather: *Which day is better for taking pictures/wearing a raincoat/walking with your dog/doing homework?***13.** Focus attention on the advertisement. Silent Reading.**14.** Application.
*Have you taught yourself a language/anything?
Can you learn a language in eight hours?
How much can you learn in eight hours?
What languages can you speak?
How did you learn?
Would you like to learn another language?
Which one? Which is the easiest/most difficult to learn?***15.** Explain "Wordplay." Assign the game for homework. The nine-letter word is "traveling."See **Suggestions for further activities** on page 97.

THE SAN DIEGO DAILY SUN

VOLUME LXVIII No. 18

TUESDAY, FEBRUARY 18

75 cents

SUPERTANKER COLLISION DRAMA CONTINUES

SLICK ENDANGERS TOURIST AND FISHING INDUSTRIES

A giant oil slick is threatening marine and bird life and local beaches. Several government agencies are working to prevent the loss of millions of dollars to beach resorts and the fishing industry. Environmental groups say that the government is moving too slowly in the fight to stop pollution.

Yesterday there was a collision about ten miles off the California coast, between the S.S. *Titan*, which is one of the biggest oil tankers in the world, and a Nigerian cargo ship. The collision happened in thick fog late last night and damaged the tanker's engines. It drifted onto rocks and broke in half. The tanker

was carrying one million tons of crude oil. The giant oil slick from the tanker is now moving slowly toward the coast around San Diego. Helicopters rescued both crews and nobody died in the collision. Dozens of small boats, which are carrying detergents and straw, are working around the slick.



WHERE'S MY HOUSE

MS. PAT LAINE, WHO LIVES IN Oceanside Cliffs between San Diego and Los Angeles, went home from work last night and couldn't find her house! Ms. Laine's home at 327 Seacrest Drive was near the edge of a cliff, and during the afternoon it fell into the sea. Recent heavy rain has weakened the cliff and more houses might fall into the ocean. Local residents are spending the night in a school, after police warned people not to return to their homes.

WEATHER

There will be mostly sunny skies in the San Diego area today. The temperature will be fairly cool, with a high in the mid-50s and westerly winds at 10 to 20 miles per hour. It will be cloudier tonight and the temperature will drop into the low 40s or high 30s. Tomorrow will be cool and cloudy with a 30% chance of rain near the coast and light winds.

SURPRISE FOR A THIEF

SOMEWHERE IN THE SAN DIEGO area a thief is in for a big surprise tonight. Last night someone stole a van which was parked on La Jolla Avenue. The van belonged to the San Diego Zoo. In the back of the van were two boxes which contained poisonous snakes. The van was on its way from the airport to the zoo. The thief took the van while the driver was making a call from a pay phone.

WORDPLAY

T	N	I
R	E	G
V	A	L

How many words can you make? Every word must contain the letter "E". You can use only the nine letters

in the grid. You can't use a letter more than once in a word. It's possible to make one 9-letter word.

Score: 20 words or more — excellent
15 words or more — very good
10 words or more — good

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ADVERTISEMENT

1 One night Sara Garcia, an elderly widow, was walking down a dark street in Philadelphia. She was carrying her purse in one hand and a shopping bag in the other. There was nobody else on the street except two young men. They were standing in a dark doorway. One of them was very tall with light hair. The other was short and fat with a beard and mustache.

2 The two men waited for a few seconds and then ran quickly and quietly toward Mrs. Garcia. The tall man held her from behind while the other one tried to snatch her purse.

3 Suddenly, Mrs. Garcia threw the tall one over her shoulder. He crashed into the other man, and they both landed on the ground. Without speaking, Mrs. Garcia hit both of them on the head with her purse and walked calmly away.

4 The two surprised young men were still sitting on the ground when Mrs. Garcia crossed the street toward a door with a bright sign above it. Mrs. Garcia paused, turned around, smiled at them, and walked into the Philadelphia Judo Club.



Exercise

Write the story below. The words will help you.



5 Last night, Louis Karpinski/middle-aged widower/street in Kansas City. He/briefcase/umbrella. There/nobody else/two men. They/alley. One/big/dark hair. The other/thin/bald.



6 They/few seconds and/walk/slowly/silently/Mr. Karpinski. The big man/hold/behind. The thin one/try/steal/Mr. Karpinski/briefcase.



7 Suddenly, Mr. Karpinski/big one/shoulder. He/collide with/thin one. They/land/sidewalk. Mr. Karpinski/hit/umbrella/and/walk/quickly away.



8 The two astonished men sit/ground Mr. Karpinski/cross/street toward/door/painted sign. Mr. Karpinski/stop/turn/laugh/walk into/Kansas City Karate Club.

Target structures

Review and reinforcement

nobody else

Vocabulary

briefcase	widow	dark
doorway	widower	elderly
ground		light (color)
hair	collide with	middle-aged
judo	crash into	painted
karate	cross (v)	surprised
mugging	pause	thin
mustache	smile	
pavement	snatch	calmly
shopping bag	steak	quickly
shoulder		silently
side street	astonished	
	bald	except

1. Briefly review the previous lesson.

2. Paragraph 1. Focus attention on the first picture. Have students cover the text. Set up the situation. Ask prelistening questions: *What was she carrying? Who else was in the street?* Play the recording or read aloud. Check answers.

3. Selective repetition of Paragraph 1.

4. Silent reading of Paragraph 1.

5. Questions and Answers.

What was the woman's name?

Is she married, single, or a widow?

Do you know when her husband died? Ask him/her, etc.

Where was she walking?

Was it light or dark?

What was she carrying?

Were there many people on the street? Ask How many?

Were the men young or old?

Were they standing in the street? Ask Where?

Describe them.

6. Paragraph 2. Focus attention on picture 2. Have students cover the text. Play the recording or read aloud.

7. Selective repetition of Paragraph 2.

8. Silent reading of Paragraph 2.

9. Retelling (Correct my statement.).

T: *They waited for a few minutes.*

C: *They waited for a few seconds.*

Continue:

They walked slowly and noisily...away from Mrs. Garcia.

The short man held her...from the front...

while the other man tried to snatch her coat.

10. Paragraph 3. Focus attention on picture 3. Have students cover the text. Play the recording or read aloud.

11. Selective repetition of Paragraph 3.

12. Silent reading of Paragraph 3.

13. Retelling with cues.

T: *suddenly/Mrs. Garcia/tall one/shoulder*

C: *Suddenly, Mrs. Garcia threw the tall one over her shoulder.*

Continue:

he/into/other man

they/both/ground

Mrs. Garcia/both/head/purse

walk/away

14. Paragraph 4. Focus attention on picture 4. Have students cover the text. Ask prelistening question: *Where did Mrs. Garcia go?* Play the recording or read aloud. Check answers.

15. Selective repetition of Paragraph 4.

16. Silent reading of Paragraph 4.

17. Free Retelling.

Say: *Look at the picture. Tell me what happened next.* Prompt with cues if necessary.

18. Focus attention on pictures 5–8. Go through the exercise orally. Assign it for written work in class or for homework.

Suggestions for further activities

1. Bring in a number of pictures of people taken from magazines or clothing catalogues, or draw them on the board. Describe one person. Students decide which one you are describing. When you have demonstrated the activity, students can continue in pairs.

2. Game: Guess Who? Demonstrate: T: *I'm thinking of a person in this class.* The class can ask up to ten Yes/No questions about the person to guess who it is, e.g., *Is the person female? Does she have long hair? Are her eyes blue? Is she taller than you? Is she thin? Is her hair curly?* etc. They may not guess until ten questions have been asked. Have students come to the front of the class in turn to play the teacher's role.

3. Extension. The game in activity 2 can be played again using famous people.

Target structures

I	'll will	leave	when before after as soon as	(she comes).
---	-------------	-------	---------------------------------------	--------------

I	won't will not	leave	before until	(she comes).
---	-------------------	-------	-----------------	--------------

We	'll will	wait	until	(she comes).
----	-------------	------	-------	--------------

Vocabulary

assignment	get home
downstairs	get time
haircut	shave

1. Briefly review the previous lesson.

2. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *What time is it? What is Adrian doing tonight? Who is Suzy?* Play the recording. Check answers.

3. Selective repetition of the conversation.

4. Practice:

T: *You haven't shaved.*
T: *I'll shave before I go to school.*
T: *You haven't shaved.*
C: *I'll shave before I go to school.*

Continue:

You haven't cleaned your shoes.
You haven't washed.
You haven't brushed your hair.
You haven't brushed your teeth.
You haven't done your homework.

5. Practice:

T: *Write to your grandmother.*
C: *I'll write to my grandmother when I get time.*

Continue:

Do your assignment.
Get a haircut.
Go to the post office.
Clean the car.
Take the dog for a walk.

6. Practice:

T: *You won't go out until your father gets home.*
C: *You won't go out until your father gets home.*

Continue: *he/they/I/she/we/Adrian*

7. Silent reading of the conversation.

8. Questions and Answers.

Where's his breakfast?
Has Adrian shaved? When will he shave?
Does he need a haircut? Has he made an appointment? When will he make an appointment?
Has he written to his grandmother? When will he write?
Is he going out tonight?
Will he do his assignment before he goes out or after he goes out?
What about the letter?
Is he going out with his mother? Ask Who...with?
Will his mother be in when he gets home? Ask Where?
Will his father be home when Adrian gets home?

What time will his father come home?
What time is he meeting Suzy?
When will Adrian be able to go out?

9. Pair Work. Students read the conversation in pairs.

10. Pair Work (2). Focus attention on the questions in the Student Book. Students ask and answer in pairs.

11. Practice:

T: *He'll do it before he goes to school.*
T: *Before he goes to school, he'll do it.*
T: *He'll do it before he goes to school.*
C: *Before he goes to school, he'll do it.*

Continue:

He'll make an appointment after he finishes school.
He'll do it when he gets time.
He'll do his assignment before he goes out.
She'll be out when he gets home.
He'll be able to go as soon as his father gets home.

12. Listening. Focus attention on the listening exercise. Read through the *true/false* questions with the class. Check vocabulary. Explain the task. Play the recording once. Students compare answers in pairs. Play the recording again, then go through the answers with the class.

13. Go through Exercises 1 and 2 orally. Assign them for written work in class or for homework.

14. Application (+ Ask him/her/me/each other.).

What'll you	do eat drink watch listen to read say	when after before as soon as	you	get home? have dinner? go to bed? go out? get up?
-------------	---	---------------------------------------	-----	---

Suggestions for further activities

1. Students list what they will do when they get home/ before they have their next meal/after they finish dinner/ before they go to bed tonight/as soon as they get up in the morning. Students question each other in pairs about the contents of their lists, e.g., *What will you do when you get home? What time will you get home?*

2. Have students report back on their partners' lists, and make a chart on the board of what people will do.

3. Group work. Students role play a committee planning a visit to the town by the president of the United States and the First Lady. Assign specific responsibilities for sections of the day. Students evolve a joint plan, which they report back to the class. The class can ask each group questions, and decides either which is the best plan or how to combine the best from several plans.



Mrs. Roth: Adrian! Adrian!

Adrian: What?

Mrs. Roth: Adrian! Come on, it's almost seven o'clock. Your breakfast's getting cold.

Adrian: All right. I'll be downstairs in a minute.

Mrs. Roth: Adrian, you haven't shaved.

Adrian: I know. I'll do it before I go to school.

Mrs. Roth: Well, don't forget. And you need a haircut.

Adrian: All right. I'll make an appointment after I finish school.

Mrs. Roth: And don't forget...write and thank your grandmother for your birthday present....

Adrian: Yeah. I'll do that when I get time.

Mrs. Roth: You'll do it when you get home from school!

Adrian: What about my homework? And I'm going out tonight.

Mrs. Roth: You'll do your assignment and write the letter before you go out. Where are you going anyway?

Adrian: Just out.

Mrs. Roth: Who with?

Adrian: A friend.

Mrs. Roth: Which friend?

Adrian: Just a friend from school.

Mrs. Roth: What's her name?

Adrian: Suzy. She's in my math class.

Mrs. Roth: Well, I'll be out when you get home. You won't go out until your father gets home, will you? He

forgot his keys. He left them on the table.

Adrian: Not again! What time will he be home?

Mrs. Roth: About 7:15. Why?

Adrian: Oh, no! I'm meeting Suzy at 7:30.

Mrs. Roth: Well you'll have to go as soon as he gets home. She'll wait.

Adrian: Will she? You don't know Suzy....

Questions

What'll Adrian do before he goes to school?

What'll Adrian do after he finishes school?

Who'll Adrian write to when he gets time?

When will Adrian do his homework?
When will Adrian be able to go out?

Exercise 1

When/see him/say "Hello."
When I see him, I'll say "Hello."

1. When/see a gas station/buy some gas.
2. After/have breakfast/brush my teeth.
3. As soon as/wake up/get up.
4. Before/go to bed/turn off the light.

Exercise 2

Give true answers:

1. What'll you do when you get home tonight?
2. What'll you do after you have dinner?
3. What'll you do before you go to bed?
4. What'll you do as soon as you get up?

Listening

Listen to the conversation between Adrian and Suzy.

Check true [✓] or false [X].

- ☐ Adrian will leave after his father gets home.
- ☐ The movie begins at 7:50.
- ☐ Adrian will be there before the movie begins.
- ☐ Suzy will wait until 8:00.

Maternity Unit

Mr. Diaz is in the maternity unit. His wife's going to have a baby.

Nurse: Hello. You're Mr. Diaz, aren't you? Have you been waiting long?

Mr. Diaz: Not really. Is there any news?

Nurse: Not yet. We'll tell you as soon as there is. Have you thought of any names for the baby?

Mr. Diaz: Oh, yes. If it's a girl, we'll call her Lucia, and if it's a boy we'll call him Francisco.

Operating Room

David Foster has had a serious accident. His wife's outside the operating room now.

Doctor: Mrs. Foster? I'm Dr. Yamamura.

Mrs. Foster: Oh, doctor, how is he?

Doctor: Well, I'm afraid we'll have to operate.

Mrs. Foster: Oh, no! He's always been afraid of operations.

Doctor: Don't worry. If we operate now, he'll be all right.

Mrs. Foster: Oh, doctor, do you really have to?

Doctor: I'm afraid so. He's lost a lot of blood. If we don't operate, he'll die!



East Wing

Ms. Wright has just arrived at the hospital. She's going to have a minor operation tomorrow.

Nurse: This is your bed, Ms. Wright.

Ms. Wright: Oh, thank you, nurse.

Nurse: Now, get undressed and get into bed. There's a buzzer on the night table. If you press the button, someone will come right away.

Ms. Wright: Oh, I'm sure I won't need anything.

Nurse: Well, don't forget—if you need anything, just press the button.

Emergency Room

Doctor: Oh! How did this happen?

Mother: He was playing soldier, and he put the pot over his head. Now it's stuck!

Doctor: Have you tried to get it off?

Mother: No, I'm afraid of hurting him.

Doctor: Yes, if we pull too hard, we'll hurt him.

Mother: What are you going to do?

Doctor: Well, if I don't get it off, he won't be able to eat!

Mother: Oh, no!

Doctor: I'm only joking. If I put some soap on his head, it'll come off easily.

Exercise

We/operate/he/be all right.

If we operate, he'll be all right.

Write sentences using:

You/take these pills/feel better.

You/eat too much/get sick.

He/press the buzzer/nurse/come.

You/not take the medicine/not feel better.

You/not eat/not get well.

She/have a boy/call/Shawn.

Target structures

I	'll	(do) (this), if you	do	(that).
	will		don't do	
	won't			

Expressions

I'm afraid so. I'm only joking.

Vocabulary

buzzer	pot	get undressed	minor
emergency room	soap	have (a baby)	serious
maternity ward	unit	lose blood	stuck
night table	wing	operate	
nurse		press	easily
operating room	get (it) off	pull	hard (adv)

1. Briefly review the previous lesson.

2. Conversation 1 (Maternity Unit). Focus attention on the picture. Have students cover the text. Set up the situation. Play the recording or act out.

3. Selective repetition of Conversation 1.

4. Practice:

T: Is there any news?

T: We'll tell you as soon as there is.

T: Is there any news?

C: We'll tell you as soon as there is.

Continue: Is there a fax?/Is there a letter?/Is there a message?/Is there a voice message?

5. Practice:

T: Lucia

T: If it's a girl, we'll call her Lucia.

T: Francisco

T: If it's a boy, we'll call him Francisco.

T: Lucia

C: If it's a girl, we'll call her Lucia.

Continue:

Francisco

Rita

Paul

Jim

Maureen

6. Silent reading of Conversation 1.

7. Questions and Answers.

Where is Mr. Diaz? Ask Why?

Has he been waiting long?

There isn't any news yet, is there?

Will they tell him as soon as there is any news?

Has he thought of any names for the baby?

If it's a girl, what will they call her?

If it's a boy, what will they call him?

8. Pair Work on Conversation 1.

9. Conversation 2 (Operating Room). Follow the same procedure as for Conversation 1, but include these practice exercises.

10. Practice:

T: Will he be all right?

C: If we operate now, he'll be all right.

Continue:

Will (Maria) be all right?/Will my husband be all right?/Will they be all right?/Will I be all right?/Will my mother be all right?

11. Practice:

T: Do you really have to operate on him?

T: If we don't operate, he'll die.

Continue: Do you really have to operate on my wife/on my children/on me/on my grandfather/on my grandmother?

12. Questions and Answers.

Where is David Foster? Ask Why? Where's Mrs. Foster?

Is she worried? Will they have to operate? Is he afraid of operations?

Are you afraid of operations? Have you ever had an operation?

If they operate now, he'll be all right, won't he?

What will happen if they don't operate?

13. Conversation 3 (East Wing). Follow the same procedure as for Conversation 1, but include these practice exercises.

14. Practice:

T: press the button

T: If you press the button, someone will come.

T: ring the bell

T: If you ring the bell, someone will come.

T: press the button

C: If you press the button, someone will come.

Continue:

ring the bell

pick up the phone

knock on the wall

shout

15. Practice:

T: press the button

T: If you need anything, just press the button.

C: If you need anything, just press the button.

Continue: ask/ring the bell/shout/pick up the phone/tell me

16. Questions and Answers.

Ms. Wright is in the East Wing, isn't she? Has she just arrived?

Is she going to have a serious operation? Ask What?

Who's talking to her? Where's the buzzer?

What'll happen if she presses the button?

What should she do if she needs anything?

17. Conversation 4 (Emergency Room). Follow the same procedure as for Conversation 1, but include these practice exercises.

18. Practice:

T: If we pull too hard, we'll hurt him.

T: I

T: If I pull too hard, I'll hurt him.

Continue: her/you/they/her/us

19. Practice:

T: If I don't get it off, he won't be able to eat.

T: see

C: If I don't get it off, he won't be able to see.

Continue: drink/watch television/read/do his homework

20. Questions and Answers.

What's the problem? Is the boy's mother worried?

Has she tried to get it off? Ask Why not?

What'll happen if they pull too hard?

What'll happen if the doctor doesn't get it off? Is the doctor serious?

What will happen if she puts some soap on his hand?

21. Practice:

T: If it's a girl, we'll call her Lucia.

T: We'll call her Lucia if it's a girl.

T: We'll call him Francisco if it's a boy.

T: If it's a boy, we'll call him Francisco.

T: If it's a girl, we'll call her Lucia.

C: We'll call her Lucia if it's a girl.

Continue:

We'll call him Francisco if it's a boy.

If we operate now, he'll be all right.

He'll die if we don't operate.

If you press the button, someone will come right away.

If you need anything, just press the button.

22. Go through the exercise orally. Assign it for written work in class or for homework.

See **Suggestions for further activities** on page 97.

Target structures

Review and consolidation. Letter format.

Expressions

be in danger *Congratulations on...* *Yours sincerely*

Vocabulary

<i>battle (n)</i>	<i>scene</i>	<i>publish</i>
<i>battlefield</i>	<i>society</i>	<i>repay</i>
<i>grammar</i>		
<i>guide (n)</i>	<i>collapse</i>	<i>historic</i>
<i>history</i>	<i>communicate</i>	<i>kind</i>
<i>independence</i>	<i>explain</i>	<i>logical</i>
<i>linguistics</i>	<i>introduce</i>	<i>sick</i>
<i>M.Sc.</i>	<i>invent</i>	
<i>nation</i>	<i>lend</i>	<i>forever</i>
<i>publisher</i>	<i>market (v)</i>	<i>urgently</i>
<i>repairs</i>	<i>print</i>	

1. Briefly review the previous lesson.

2. Set up the situation. Ask questions (+ Ask him/her/me/each other.): *Have you ever won a prize?* Ask *What?* Ask *Where?* Ask *When?* *Have you ever won any money?* Ask *How much?* *How can you win money?* (to elicit: *state lottery, newspaper contests, etc.*)

3. Newspaper cutting and text (Million Dollar Winner). Silent Reading.

4. Questions and Answers.

What's her name? What does she do? Where does she live? Who knocked at her door? Ask When? How much did she win? She couldn't believe it, could she? What happened during the next week? What were the letters asking for?

5. Letter 1 (Vermont Historic Society). Ask pre-reading question: *What does the writer need money for?* Silent Reading. Check answers.

6. Questions and Answers.

What happened at Fort Pentonville? A lot of people visit it, don't they? Ask How many? Who wrote "Guide to U.S. Battlefields"? Does Hume say it's the worst historic building he's ever seen? Is it in danger? What will happen without the repairs? Who signed the letter?

7. Application.

Do you like historic buildings? Why/Why not? Do you prefer modern buildings? Why/Why not? Have you ever visited a fort/scene of a battle? Tell us about it. Are historic buildings important? Why/Why not?

8. Letter 2 (Harriet and Jethro Thomson). Ask pre-reading question: *What do the writers need money for?* Silent Reading. Check answers.

9. Reproduction from prompts.

T: *You/us.*

C: *You don't know us.*

Continue:

We/sure/you/a lot of letters.

We/picture/paper.

You/kind person/and we/help.

We/never/before. But/we/everything else. Our baby/sick, and she/operation.

There/hospital/world/do/operation.

And/Switzerland.

We/rich people. We/save/a year. And we/\$700. But we still/ enough money. You/help/won't you?

10. Questions and Answers.

Why have they written the letter?

Why can't the baby have an operation in the U.S.A.?

How long have they been saving? How much have they saved?

Have they saved enough money yet? They'll need a lot of money, won't they?

11. Letter 3 (Frederick T. Boone). Ask pre-reading questions: *What has he invented? Why does he need money?* Silent Reading. Check answers.

12. Questions and Answers.

What's his name? He's invented something, hasn't he? Ask What?

He's been working on it for a long time, hasn't he? Ask How long?

How many rules does Simplicado have? Is that more or fewer rules

than English? Are there more rules in your language?

How many publishers have received his book? How many of them want to publish it?

How much does he need? What will he be able to do with the money?

Does he want Ms. Donahue to give him the money, or does he want her to lend him the money?

Why does he want to come to Detroit?

What does "Kyu" mean in Simplicado?

13. Application.

Do you think English is difficult? Why/Why not?

Is English spelling logical? Spell "through," "enough," "cough," "thought."

A "bough" is a branch of a tree. Can you spell it?

Is spelling more logical in your language?

Does the world need one language? Why/Why not? Will it be English? Why/Why not?

14. Discussion.

Do you believe Washington T. Adams's letter? Why/Why not?

Do you believe Harriet and Jethro Thomson? Why/Why not?

Do you believe Frederick T. Boone? Why/Why not?

Ms. Donahue is going to send money to one of the writers.

Which one? Why?

Imagine that you are Ms. Donahue. Are you going to send any money? Who to? Why?

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

16. Application. Write a short letter to Ms. Donahue. Ask her for money. Exchange letters with a partner and write a response.

Suggestions for further activities

1. Spelling contest. Organize a spelling competition. Divide the class into teams. Award points to teams as they get correct answers. Choose words from recent units, or use, e.g., *photograph/receive/believe/guide/sick/language/people/explain/sure/written/grammar/easily/countries/repair/collapse/urgently.*

2. Ask students to guess the meaning of these Simplicado words. Write them on the board but don't say them.

lo (hello), *by* (good-bye), *ye* (yeah = yes), *skuzmi* (excuse me), *enuff* (enough), *nok* (knock), *rite* (right and write).

Discuss the idea of a simplified language.

Million Dollar Winner

Melissa Donahue couldn't believe it when our reporter knocked on her door yesterday morning with a check for a million dollars. She is the first winner in our super million-dollar contest. Melissa is a school bus driver from Detroit, Michigan. We photographed



her outside her home in Detroit. If you want to win a million dollars, turn to page 13 for today's fantastic contest.

During the next week Melissa received more than 3,000 letters. All of them were asking her for money. Here are three of them.



Dear Ms. Donahue,

April 7

Fort Pentonville was the scene of an important battle during the War of Independence in 1778. It is an important part of our nation's history, and more than 100,000 people visit it every year. Jefferson Hume, in his *Guide to U.S. Battlefields*, said, "Fort Pentonville is the best historic building I have seen."

But Fort Pentonville is in danger. We urgently need money for repairs. If we do not make repairs soon, the roof will fall in, the walls will collapse, and we will lose part of our history forever.

We hope that you will be able to help us.

Yours truly,
Washington T. Adams
Washington T. Adams
Vermont Historic Society

Eureka Apartments
Apartment 429
Kalamazoo, Michigan
49004

April 8

My Dear Ms. Donahue:

Congratulations on your good luck. May I introduce myself? My name is Fredrick T. Boone, M.S. (Linguistics). I have invented a new language, *Simplicado*. I have been working on it for thirty years. The world needs one language, and English is too difficult. The grammar of *Simplicado* has only four rules, and the spelling is logical. If people learn *Simplicado*, everyone will be able to communicate with each other more easily.

I have sent my book, "*Simplicado: A World Language*" to 139 publishers, and none of them want to publish it. I need \$20,000. If I get this money, I will be able to print and market the book myself. If people see the book, they will buy it and I will become rich. I do not want you to give me the money. I want you to lend it to me.

Does this idea interest you? I can come to Detroit and explain my work at any time.

Yours very truly,

F.T.B.

Kyu! (In *Simplicado* this means "Thank you very much.")

1276 Gateway Road
Kansas City, MO 64108

Dear Ms. Donahue,

April 9

You don't know us. We are sure that you have gotten a lot of letters. We saw your picture in the paper. You look like a kind person, and we need help. We have never written this kind of letter before, but we have tried everything else. Our baby is very sick, and she needs an operation. There is only one hospital in the world that can do the operation, and it is in Switzerland. We are not rich people. We have been saving for a year, and we have saved \$700. But we still don't have enough money. You will help us if you can, won't you? Please.

Yours very truly,
Harriet and Jehro Thomson

Exercise

You are Melissa. Write a reply to one of the letters.

Anne: Lee! You can't park here. There's a fire hydrant.

Lee: Oh, we'll be back in a few minutes. It's OK.

Anne: Oh, no, it isn't. You'll get a parking ticket if you leave it here.

Lee: No, I won't. It's five-thirty. All the traffic cops have gone home.

Anne: Oh, Lee....

Lee: Yes?

Traffic Officer: Is this your car, buddy?

Patrol Officer: May I see your license?

Lee: Sure.... Oh, I left it at home.

P.O.: In that case, you'll have to come with us to the station.

Lee: But...but why?

P.O.: You were speeding, buddy.

Lee: But I was only doing thirty-five!

P.O.: There's a thirty-mile-an-hour speed limit. It's a residential section.

Lee: Really? I didn't see the sign.

P.O.: We've been following you.

Lee: So you were doing thirty-five too.

P.O.: No. We were doing sixty miles an hour—and we couldn't catch you!

Woman: Hello. Turnpike Service Station.

Lee: Hi. I don't know if you can help me. My car's broken down.

Woman: We have 24-hour service. Where are you?

Lee: I'm on US 31, just south of Hopeville. My car's just past the Lone Star Café. It's a blue Chrysler LeBaron.

Woman: Do you know what's wrong with it?

Lee: I have no idea. But it won't start.

Woman: I'll send a mechanic out to you. She'll be there in about fifteen minutes.

a fire hydrant
a bus stop
a crosswalk
a no-parking sign



35 m.p.h./30 m.p.h.
speed limit/
residential section

55 m.p.h./45 m.p.h.
speed limit/
hospital zone

30 m.p.h./25 m.p.h.
speed limit/
school zone

80 m.p.h./55 m.p.h.
speed limit/
federal law



US 31/south/15 min.
I-95/north/half an
hour
Route 66/west/45
min.
Highway 61/east/2
hours



Exercise

The mechanic arrived 15 minutes later.
Use sentences from the boxes,
and make conversations in pairs.

Lee:

Do you know what's wrong with it?
Do you have any idea what the problem is?
Can you tell me

Lee:

Can you tow me to a
service station?
Can you fix it?

Mechanic:

You've run out of gas.
You don't have enough oil.
The radiator's empty.
The battery's dead.

Mechanic:

Sure, I'll tow you.
It's OK, I have a spare can of gas.
some oil.
some water.
a new battery.

Expressions

... buddy
I don't know if you can help me.
I have no idea.
I-95 (interstate highway)
In that case...
It's nothing serious.

Vocabulary

battery	radiator	run out of (gas)
bus stop	service station	send out
can (n)	speed limit	speed (v)
crosswalk	traffic cop	start
fire hydrant		tow (back)
license	be back	
mechanic	break down	dead
no-parking sign	do (35 mph)	residential
parking ticket	follow	spare
patrol officer	park (v)	
		24-hour (service)
		(35)-mile-an-hour (limit)

1. Briefly review the previous lesson.

2. Conversation 1 (Anne and Lee). Focus attention on the picture. Have students cover the text. Ask prelistening question: *What will happen if Lee parks there?* Play the recording or act out. Check answers.

3. Selective repetition of Conversation 1.

4. Practice:

T: You'll get a parking ticket if you leave it here.

T: I

C: I'll get a parking ticket if I leave it here.

Continue: *she/we/he/they*

5. Practice:

T: here

T: You'll get a parking ticket if you leave it here.

T: by a fire hydrant

T: You'll get a parking ticket if you leave it by a fire hydrant.

T: here

C: You'll get a parking ticket if you leave it here.

Continue: *by a fire hydrant/at a bus stop/in a crosswalk/next to a no-parking sign*

6. Focus attention on Conversation 1. The students look and listen. Play the recording or act out the conversation.

7. Silent reading of Conversation 1.

8. The teacher takes the part of Anne. The class in chorus takes the part of Lee. Go through the conversation. Then reverse roles and go through the conversation again.

9. Pair Work on Conversation 1.

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 2 (Patrol Officer and Lee). Follow the same procedure as for Conversation 1, but include this prelistening question: *How fast was Lee going?* Check answers.

12. Practice:

T: May I see your license?

T: Oh, I left it at home.

T: May I see your license?

C: Oh, I left it at home.

Continue:

May I see your registration?

May I see your passport?

May I see your ID card?

May I see your ticket?

May I see your assignment?

13. Additional Application. Explain that, generally speaking, there are several speed limits in the U.S. set by individual cities and states. Some examples are: 25 mph in a school zone, 30 mph in a residential section, 45 mph in a hospital zone, and 55 mph on highways.

Check *mile* (1.6093 km) and *miles per hour (mph)*. Ask:

What about speed limits in your country?

Are there any? What are they?

14. Conversation 3 (Woman and Lee). Follow the same procedure as for Conversation 1, but include this prelistening question: *What's wrong with his car?* Check answers.

15. Practice:

T: Can you help me?

T: I don't know if you can help me.

T: What's wrong with it?

T: I don't know what's wrong with it.

T: Can you help me?

C: I don't know if you can help me.

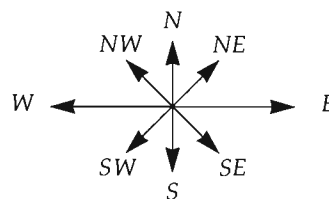
Continue:

What's wrong with it?/Can you fix it?/Why did it break down?/

Do you have 24-hour service?/Will it start?

16. Draw a compass on the board, without the points labeled. Elicit or teach the points of the compass and write them in as abbreviations.

T: (points to SE) C: *southeast*, etc.



17. Practice:

T: U.S. 31/south

T: I'm on U.S. 31, just south of Hopeville.

T: I-95/north

T: I'm on I-95, just north of Hopeville.

T: U.S. 31/south

S: I'm on U.S. 31, just south of Hopeville.

Continue:

I-95/north

Route 66/west

I-65/east

I-90/southwest

U.S. 98/northeast

Highway 61/
northwest

18. Exercise. Read through the sentences in the boxes with the class. Check vocabulary. Elicit and check pronunciation. Explain the task. Students make two or three conversations in open pairs before practicing in closed pairs.

See **Suggestions for further activities** on page 97.

Target structures

Format for business letters

Expressions

<i>by fax</i>	<i>That's (not) all</i>
<i>Dear (Mr. Smith)</i>	<i>We are pleased to...</i>
<i>Dear Sir or Madam</i>	<i>We look forward to (seeing you).</i>
<i>I wish to...</i>	<i>Yours sincerely</i>
<i>Please find enclosed</i>	<i>Yours/Yours truly</i>
<i>Please hold</i>	

Vocabulary

<i>account</i>	<i>manager</i>	<i>accept</i>
<i>band</i>	<i>musician</i>	<i>confirm</i>
<i>bill (n, v)</i>	<i>reservation</i>	<i>prefer</i>
<i>brochure</i>	<i>stay</i>	<i>put through (to)</i>
<i>business associate</i>	<i>view</i>	
<i>Chief Executive Officer</i>		<i>long-haired</i>

1. Briefly review the previous lesson.

2. Conversation. Focus attention on the pictures. Have students cover the text. Ask prelistening questions:
How many rooms does Zoot Lambert want to reserve? Does Lauren Perry accept his reservation? Play the recording. Check answers.

3. Selective repetition of the conversation.**4.** Silent reading of the conversation.**5.** Questions and Answers.

What's the name of the hotel?
What's Zoot's job?
What's Lauren Perry's job?
Zoot wants the best rooms, doesn't he?
What happened last time Titanium stayed at the hotel?
What did the band do in the coffee shop?
What did they throw into the pool?
Has Zoot paid the account for the last time yet?
What will he do?

6. Silent reading of the letter.**7.** Practice:T: *five single rooms...private bathrooms*C: *I wish to reserve five single rooms with private bathrooms.*

Continue: *a double room...king-sized bed/a deluxe room...balcony and a hot tub/a double room...a view of the park/a single room...on the first floor*

8. Reproduction from prompts.

T: (writes on board) 8/15

S: *August fifteenth*

Continue: 1/1...10/2...3/28...4/4...5/20...2/6...7/31...8/8...
 5/9...10/15...11/28...12/2

9. Questions and Answers.

What date does Marta want rooms on?
What does she ask the hotel to arrange?
Who is the Chief Executive Officer?
Who are the four business associates?
What flight will they be on?
They'd prefer quiet rooms, wouldn't they?
How does the letter begin? How does the letter end? (to elicit:
Dear Sir or Madam/Yours truly)

10. Application.*When's your birthday? Ask her/him/me/each other.*

What are the important dates of the year in your country? Why?
Ask him/her/me/each other.

11. Reply to Marta Lee's letter. Explain the task. Students decide individually whether or not Lauren Perry accepts the reservation, and then write a reply for her.

12. Read through the expressions in the box. Check vocabulary.

13. Using Marta Lee's letter as a model, explain how business letters should be laid out.

Check: *Mr./Mrs./Miss/Ms./Dr.*, etc.

(Note that the use of *Ms.* in business letters is becoming increasingly common. It should certainly be used when the writer is not aware of the marital status of a female recipient.)

Explain the conventions for beginning and ending letters:

*Dear Mr. Brown/Dear Ms. Smith and Yours sincerely.**Dear Sir/Dear Madam/Dear Sir or Madam and Yours truly/**Yours very truly/Very truly yours.**Dear John and Yours sincerely/Best wishes.*

Point out that modern business letters tend to be short and to the point, and that elaborate formulas are not often used in American business letters. The first sentence generally states the purpose of the letter.

14. Students write Ms. Perry's reply to Ms. Lee's letter.

Go around the class, giving help where necessary.

15. Application.

Would you like to stay in the same hotel as Titanium? Why/Why not?

Have you heard stories like this about rock groups? What groups? Why do they do it?

16. Exercise. Go over the exercise orally. Assign it for written work in class or for homework.

Suggestions for further activities

1. Role play. Write a list of types of accommodation on the board, e.g., *family hotel, large seaside hotel, country inn, lodge, motel, youth hostel, luxury hotel, campsite*, etc. Students role play checking in. Registration cards made up and distributed would help with this.

2. Write some scrambled addresses on the board:(a) *U.S.A./Eastern Drive/Colorado/80601/2701 Denver/ Ms. S. Feldman*(b) *Bristol/Elaine Green/U.K./Holiday Lodge/BS1 3AD/ Lower Castle St.*

(c) *Frankfurt Plaza Hotel/The Manager/West Germany/Hamburger Allee 2-10/6000 Frankfurt am Main 90*
 Students work in pairs to unscramble them.

3. Role play. Lauren Perry has accepted Zoot's reservation because she did not realize that Marta Lee's letter was written on his behalf. In groups, students role play the scene at reception when Zoot and his band, *Titanium*, check in. One student takes the role of Ms. Perry, the others the roles of Zoot and his band.

Operator: Glory Inn, Atlanta.

Zoot: Hi, this is Zoot Lambert.

The manager of Titanium?

You know, the band.... I

want...

Operator: Please hold, Mr.

Lambert. I'm putting you

through to the reservations

manager.

Zoot: But...

Manager: Mr. Lambert? This is

Lauren Perry, the hotel

manager.

Zoot: Oh, yeah? Well, I need

five rooms for Friday night.

That's the 15th. I want the

best rooms in the hotel.

Manager: Sorry, I'm afraid I

cannot accept your

reservation.

Zoot: Now look, we always stay

at the Glory Inn...

Manager: I know that, sir. Last

time you were here, we had a

number of complaints from

other guests.

Zoot: You mean they don't like

long-haired rock musicians!

Manager: That's not the

problem, sir. The band used

bad language in the coffee

shop, and threw two TV sets

into the pool.

Zoot: Yeah, yeah. Well, they'll

be more careful this time.

Manager: I'm afraid that's not

all, sir. You haven't paid the

account for the last time yet.

Zoot: I'll put a check in the

mail.

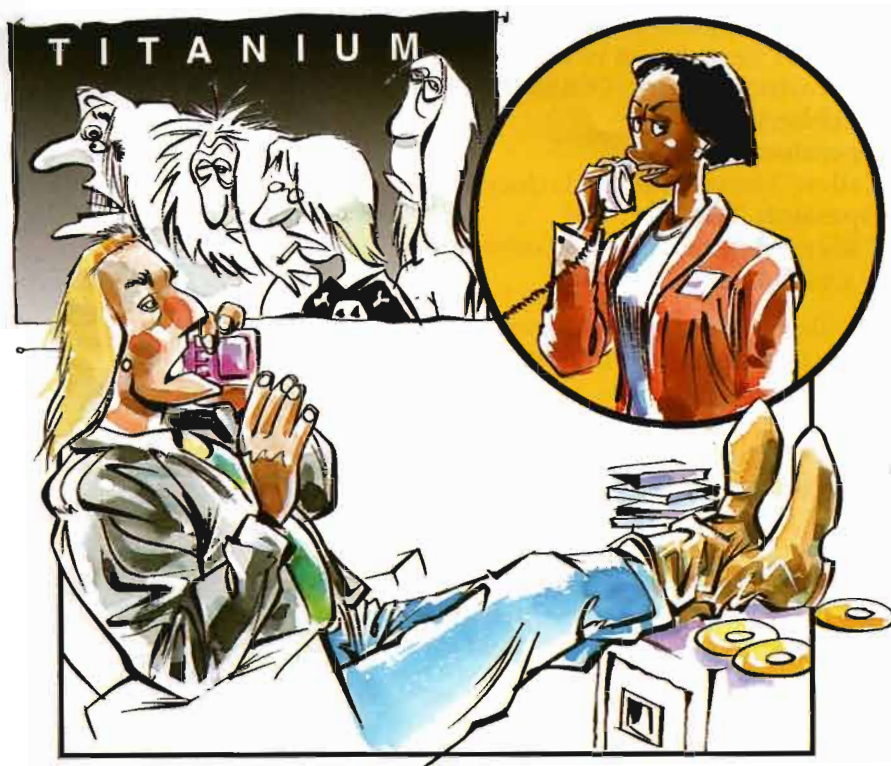
Manager: Please do.

Zoot: So, what about our

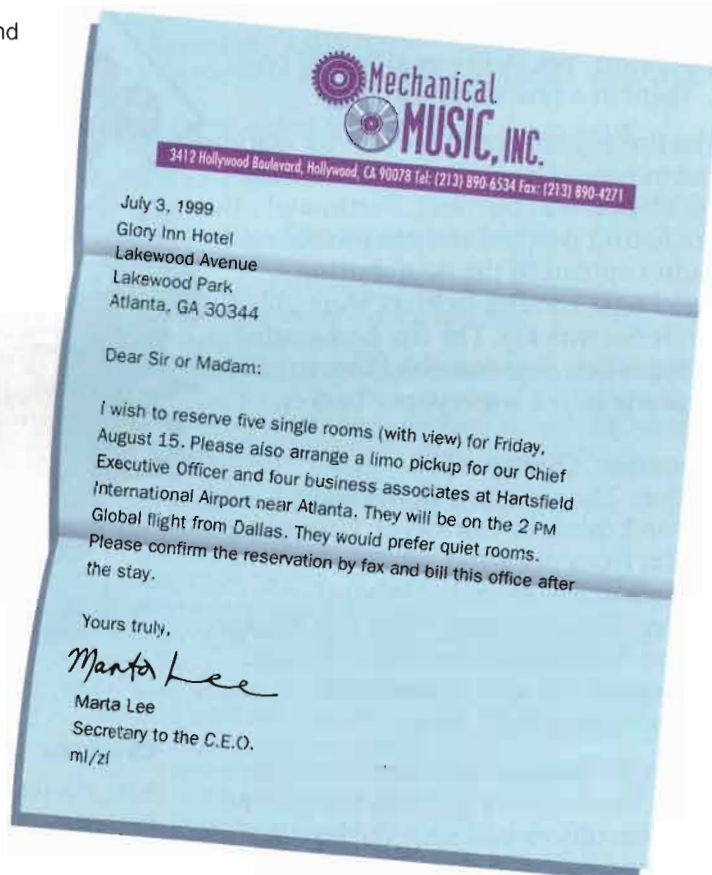
reservation for Friday?

Manager: I'll answer that very

simply, sir. No way!



Zoot asked his secretary to send a letter to the Glory Inn.



Did Ms. Perry accept the reservation or not? You decide. Write her reply, and lay it out as a formal business letter. You can use some of the expressions in the box below.

Thank you for your letter.

We are pleased to confirm your reservation for...

I'm afraid we cannot confirm your reservation for...

We look forward to seeing you...

I'm afraid we do not want your business.

We hope you will enjoy your stay.

Please call with a credit card number.

We will send the bill to your address.

Please find enclosed a hotel brochure/your last bill...

Exercise

Now write a letter and reserve a room for three nights at the Van der Veld Hotel, 5th Avenue and 61st Street, New York, NY 10021, U.S.A.

Operator: Operator 366.

Caller: I've just seen two cars crash into an armored truck. I think it's a robbery.

Operator: Where?

Caller: Just outside the factory gates.

Operator: What factory?

Caller: McManus Forge Company on Old Selma Road.

The first police car got to the factory three minutes later, but it was too late. The robbers had gone. They had knocked out one of the security guards and shot the other. Both guards were lying on the ground near the armored truck. The thieves had taken the payroll for the factory. The police called an ambulance for the guards and questioned three people who had seen the robbery.

Operator: Operator 217.

Caller: I want to report a fire.

Operator: Where is it?

Caller: The Pexico Service Station on Hudson Street. Come quickly!

Operator: Yes. A fire engine will be there in a few minutes.

The fire engine got to the service station just in time. The convenience store in the station was burning. Fortunately the fire hadn't reached the gas pumps and hadn't spread to the neighboring buildings. The fire fighters were able to put it out quickly. The fire had started in the office. Someone had thrown a lit cigarette into a wastepaper basket.

Operator: Operator 577.

Caller: There's a boy in the river. I don't think he can swim. I can see him from my window.

Operator: In the river? Where?

Caller: Oh, I'm sorry. Near Key Bridge. The Washington end of the bridge.

Operator: I'll send a paramedic ambulance right away.

When the paramedic ambulance got there, the boy was lying on the ground. A police officer had seen the boy in the river and had dived in and rescued him. The boy was all right. The police officer had given him artificial respiration. The ambulance took the boy and the police officer to the hospital.



Exercise

3:00: The police arrived. 2:55: The robbers went.
By the time the police arrived, the robbers had gone.

7:00: He got to the airport. 6:50: The plane took off.

• • •

9:05: The student came to school. 9:00: The class started.

• • •

4:50: The helicopter arrived. 4:15: The boat sank.

• • •

11:20: She went out. 11:18: The rain stopped.

• • •

Target structure

Past perfect

He had done it/He hadn't done it.

Had he done it? Yes, he had/No, he hadn't.

Expressions

just in time 911 (emergency telephone number)

Vocabulary

ambulance	operator	reach
armored truck	payroll	spread
artificial respiration	wastepaper basket	
convenience store		lit (adj)
emergency	burn	neighboring
factory	dive	
fire engine	knock out	fortunately
fire fighter	put out (a fire)	
gas pump	question (v)	on fire
gate		

1. Briefly review the previous lesson.

2. Situation 1. Have students cover the text. Set up the situation. Play the recording of the conversation only, or act out.

3. Selective repetition of the conversation only.

4. Questions and Answers.

What has the caller just seen? What does the caller think?
Where is the factory?

5. Play the recording of the text only, or read aloud.

6. Selective repetition of the text only.

7. Silent reading of the conversation and text.

8. Questions and Answers.

How long did it take the police car to get to the factory?
That was fast, wasn't it? It wasn't fast enough, was it?
It was too late, wasn't it? Ask Why?
Where were the security guards?
What had the thieves done to them?
What had the thieves taken? What did the police call?
Did they question anybody? Ask Who? Ask Why?

9. Practice:

T: they

T: When the police got there, they'd gone.

T: they

C: When the police got there, they'd gone.

Continue: she/he/it/they

10. Ask questions:

T: When the police arrived, had the robbers gone?

C: Yes, they had.

Continue:

Had they knocked out one of the security guards?

Had they shot the other? Had they taken all the payroll?

Had anybody seen the robbery?

11. Situation 2. Focus attention on the pictures. Have students cover the text. Set up the situation. Play the recording of the second conversation only or act it out.

12. Selective repetition of the conversation only.

13. Questions and Answers.

What's on fire? Where is it? Who'll be there in a few minutes?

14. Play the recording of the text only, or read it aloud.

15. Selective repetition of the text only.

16. Silent reading of the conversation and text.

17. Questions and Answers.

What was on fire?

The fire engine was just in time, wasn't it?

What was burning?

Were the gas pumps on fire? Ask Why not?

Were the neighboring houses on fire? Ask Why not?

Had the fire started in the convenience store? Ask Where?

How had the fire started?

18. Ask questions:

T: Had the fire reached the gas pumps?

C: No, it hadn't.

Continue:

Had it spread to neighboring houses?

Had it started in the convenience store?

Had somebody left an electric heater on?

Had the service station burned down?

Had the gas pumps exploded?

19. Situation 3. Have students cover the text. Set up the situation. Play the recording of the conversation only, or act out.

20. Selective repetition of the conversation only.

21. Questions and Answers.

Where's the boy? Does the caller think he can swim? Where is she?

22. Play the recording of the text only, or read aloud.

23. Selective repetition of the text only.

24. Silent reading of the conversation and text.

25. Questions and Answers.

Where was the boy when the ambulance arrived?

He was all right, wasn't he?

What three things had the police officer done before the ambulance arrived?

Did the ambulance take the boy to the police station? Ask Where?
Who went with him?

26. Go through the exercise orally. Assign it for written work in class or for homework.

27. Application. Say:

I came into the classroom at (9 o'clock).

Tell me some of the things you had done before I came into the classroom.

Before you started at this school/institute...

...had you studied any English?

...had you met any American/English people?

...had you seen any movies in English?

...had you read any books in English?

...had you learned any English words?

...had you heard any records in English?

...had you been to an English-speaking country?

...had you studied any other language?

(Ask me/him/her/each other.)

28. Write on the board and have students copy:

(I) had done this when he called.

She hadn't done that when he called.

Had you done that when he called?

See **Suggestions for further activities** on page 98.

Target structure

Past perfect

Expressionsdo some shopping
hand in hand

Abbreviations:

CO Colorado

NJ New Jersey

TX Texas

Vocabulary

alarm clock

desk

dress (n)

first period

parking space

scream (n)

selection

stranger

teachers' room

back (into)

dress (v)

go straight (in)to

hold hands

ignore

jump in

knock

rush (back)

set (a clock)

shave

shout

slap

walk

complete

embarrassing

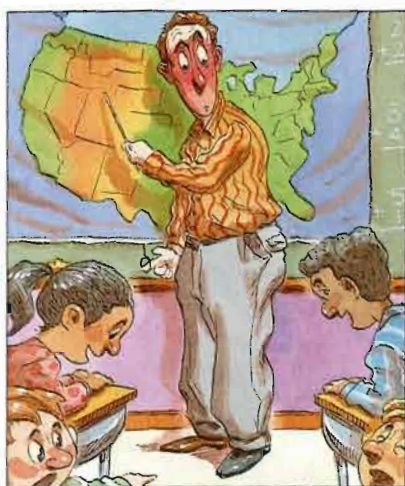
furious

smart

1. Briefly review the previous lesson.**2.** Read the introduction or play the recording. Explain embarrassing experiences.**3.** Text 1 ("A Smart Teacher!"). Have students cover the text. Set up the situation. Ask prelistening questions: *Why did he wake up late? Why did the students start laughing?* Play the recording or read aloud. Check answers.**4.** Selective repetition of Text 1.**5.** Silent reading of Text 1.**6.** Questions and Answers.*When did his most embarrassing experience happen?**What had he just started doing?**Why didn't his alarm clock ring?**What time did he wake up?**What time did school start?**Did he walk to school?**He drove, didn't he?**Had he washed? Had he shaved? Had he dressed?**When he arrived at school, were the students outside?**What had already started?**He didn't go to the teachers' room, did he? Ask Where?**The students began laughing, didn't they?**Could Stanley understand why?**Why hadn't he noticed before?***7.** Application.*Have you ever forgotten to set your alarm clock?**Have you ever been late for school?**Have you ever put on unmatched shoes/socks?**What color were they? When did you notice?**Have you ever put on a sweater inside-out or backward?***8.** Text 2 ("Hand in Hand"). Have students cover the text. Set up the situation. Ask prelistening questions: *Why did they drive to New York? Who screamed? Why?* Play the recording or read aloud. Check answers.**9.** Proceed as in steps 4 and 5.**10.** Questions and Answers.*When did Gary's most embarrassing experience happen?**Had he gone to New York alone?**Who had gone with him?**Had they walked? Ask How?**Were the streets crowded?**They were holding hands, weren't they?**His wife stopped suddenly, didn't she? Ask Why?**Did he stay with his wife or did he go to the next store?**What was he looking at?**She slapped his face, didn't she?**Had he taken his wife's hand? Ask Whose hand?***11.** Application.*Have you ever taken a stranger's hand? What happened?**Have you ever started talking to a complete stranger by mistake? What happened?**Have you ever taken the wrong coat/book/purse/suitcase? What happened?***12.** Text 3 ("A Parking Problem"). Have students cover the text. Set up the situation. Ask prelistening questions: *Who did she go to see? Why did she shout at the other driver? Who was the other driver?* Play the recording or read aloud. Check answers.**13.** Proceed as in steps 4 and 5.**14.** Questions and Answers.*Who had Margaret made an appointment with? Ask Why?**Was she nervous? Ask Why?**Did she walk into town? Ask How?**She was lucky, wasn't she? Ask Why?**When did the other car drive into the space?**How did she feel? What did she do?**What do you think she said?**What did the other driver do?**Did she find another space immediately?**How long did it take?**When did she rush back to the bank?**Was she early or late? Ask How late?**What was the manager doing?**What do you think she said?***15.** Application.*Have you ever had an important interview? What happened?**Have you ever seen/been in an argument about parking or driving? What happened?***16.** Have students tell you about embarrassing experiences they have had. Tell them about an embarrassing experience you have had.**17.** Have students write the story of an embarrassing experience they have had.**Suggestions for further activities****1.** Role play. Ask students to role play conversations for each of the situations in the Student Book, i.e., (a) Stanley Morris and one of his students; (b) Gary Hall and the woman whose hand he'd taken; (c) Margaret Larcade and the bank manager.**2.** Role play. Students role play conversations between the following: (a) Stanley's student and mother/father, recounting Stanley's experience; (b) Margaret and her husband; (c) the bank manager and his assistant.

READERS' LETTERS

Oh, no!...Have you ever had an embarrassing experience? Who hasn't? Last week we asked our readers to tell us about their embarrassing experiences. We received hundreds of letters! Here is a selection.



A SMART TEACHER!

My most embarrassing experience happened when I had just finished college. I had just started teaching at a high school in Denver. One morning my alarm clock didn't go off—I had forgotten to set it. I woke up at 8:00, and school started at 8:30. Quickly I washed, shaved, dressed, jumped in my car, and drove to school. When I got there, classes had already started. I didn't go to the office or the teacher's room but went straight into my first period class. After two or three minutes the students started laughing, and I couldn't understand why. Suddenly, I looked down and understood. I had put on one black shoe and one brown shoe.

Stanley Morris
Boulder, CO

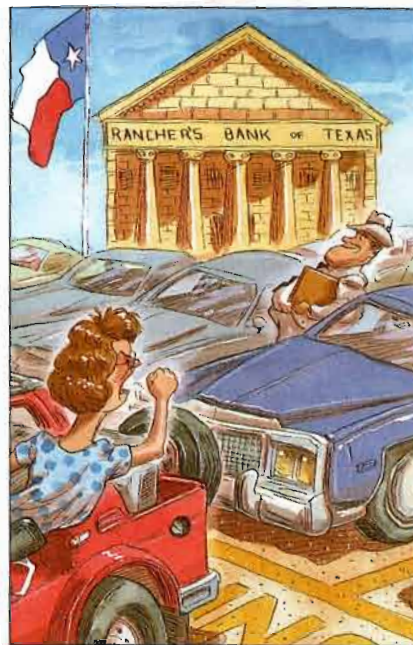
HAND IN HAND

The most embarrassing experience I've ever had happened two years ago. My wife and I had driven into New York to do some shopping. The streets were very crowded, and we were holding hands. Suddenly my wife saw a dress she liked in a store window and stopped. I started looking at some radios in the next window. After a minute or two I reached for my wife's hand. There was a loud scream, and a woman slapped my face. I hadn't taken my wife's hand—I had taken the hand of a complete stranger.

Gary Hall
Paramus, NJ



Why don't you write and tell us about your most embarrassing experience?



A PARKING PROBLEM

My husband and I had decided to buy a new house, and I'd made an appointment to see our bank manager. I'd never met him before, and I was a little nervous. I drove into town, and I was lucky enough to find a parking space outside the bank. I'd just started backing into the space when another car drove into it. I was furious! I opened my window and shouted at the other driver. He ignored me and walked away. It took me 20 minutes to find another space. As soon as I had parked the car, I rushed back to the bank. I was ten minutes late for my appointment. I went to the manager's office, knocked, and walked in. The manager was sitting behind his desk. He was the man who had taken my parking space!

Margaret Larcade
San Antonio, TX

Doug and Kay are staying in an old house on Cape Cod. It belongs to Doug's uncle, and they've borrowed it for the weekend. They arrived an hour or two ago, and they're sitting in front of a fire in the living room downstairs.

Kay: Oh, Doug, this house is fantastic! I love old houses.

Doug: There's a ghost here, you know.

Kay: Doug, don't be silly. Are you trying to scare me?

Doug: No. I've been coming here for years. We used to stay here when I was a kid. I saw the ghost myself once.

Kay: This isn't funny, Doug. And I don't believe in ghosts.

Doug: You don't? Well, I do.

Kay: Where did you see the ghost?

Doug: Upstairs—in the bedroom.

Kay: Yeah, right. Did it have a white sheet over its head?

Doug: No, no. It was just an ordinary ghost. He was wearing clothes from the 1800s.

Kay: He? Who?

Doug: The ghost. I'll tell you about it. I'd been out walking all day and I was really tired, so I went to bed early.

Kay: Had you been reading a book about ghosts?

Doug: No, no.

Kay: Well, go on. What happened?

Doug: I'd been in bed for two or three hours...

Kay: How did you know that it was a few hours?

Doug: There's an old grandfather clock in the bedroom. You'll see it when we go upstairs. Anyway, the ghost was standing beside it.

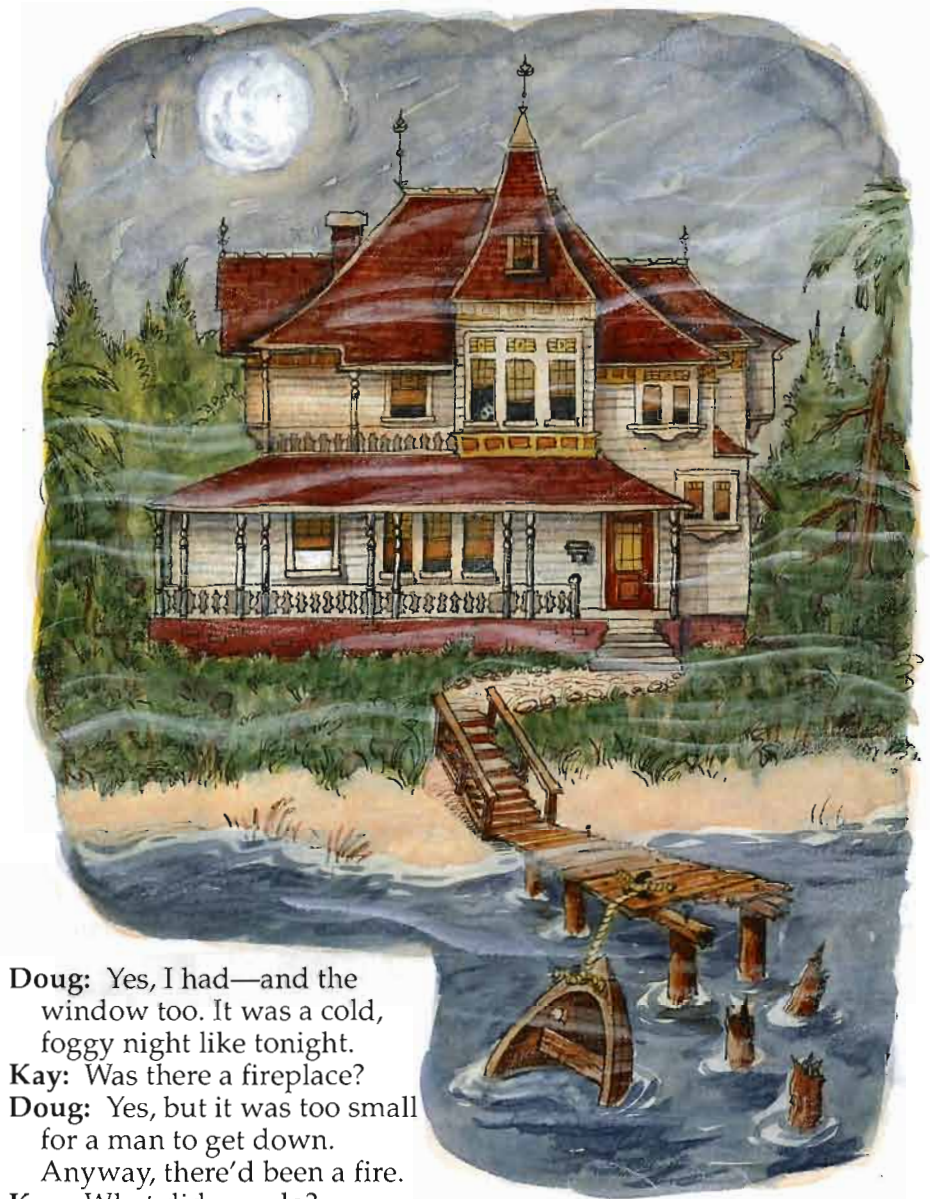
Kay: What did you do?

Doug: Nothing.

Kay: What did he say?

Doug: Nothing. He just stared at me.

Kay: How did he get into the room? Hadn't you locked the door?



Doug: Yes, I had—and the window too. It was a cold, foggy night like tonight.

Kay: Was there a fireplace?

Doug: Yes, but it was too small for a man to get down. Anyway, there'd been a fire.

Kay: What did you do?

Doug: I sat up and stared back at him. I was too shocked to move.

Kay: Well? What happened?

Doug: I don't know how long we'd been staring at each other, when suddenly I shouted—and he disappeared.

Kay: I don't believe it.

Doug: I didn't believe it myself at the time, but when I told some people who live around here, they believed me. Some of them had seen the ghost themselves. They could even describe him. If you ask them, they'll tell you.

Kay: Doug, put some more wood on the fire. I'm going to sleep right here tonight!

Exercise 1

Choose the correct words to complete the spaces:

Doug (has/had) been walking all day, so he (had been/was) tired. He had (been/be) in bed for a few hours when he (had seen/saw) the ghost. He (had/has) locked the door and window when he (goes/went) to bed, and there had (be/been) a fire in the fireplace. He had been (stared/staring) at the ghost for some time when suddenly he (shouted/had shouted) and the ghost (had disappeared/disappeared).

Exercise 2

Do you believe in ghosts? Have you ever seen one?
Have you heard any ghost stories?
Can you tell one?

Target structures

Past perfect. Past perfect progressive. Emphatic pronouns.

Expressions

Don't be silly! Go on. This isn't funny.

Vocabulary

1800s (19th century)	believe in	sit up
fireplace	belong	stand
grandfather clock	blow	
kid	describe	ordinary
sheet	lock	shocked
uncle	scare	
wood		

1. Briefly review the previous lesson.

2. Introductory text. Have students cover the text. Set up the situation. Ask prelistening questions: *Where are they? How long are they staying?* Play the recording or read aloud. Check answers.

3. Silent reading of the introductory text.

4. Questions and Answers.

*What's his name? What's her name?
Are they staying in a hotel? Ask Where?
Who does the house belong to?
Have they borrowed it?
When did they arrive?*

5. Conversation—Part 1 (up to: *He? Who?*). Have students cover the text. Set up the situation. Ask prelistening questions: *Does Kay believe in ghosts? What did Doug see in the bedroom?* Play the recording or act out. Check answers.

6. Selective repetition of Part 1 of the conversation.

7. Practice: Continue:
T: I we
T: I saw the ghost myself. he
T: they she
C: They saw the ghost themselves. Doug

8. Practice:

T: I don't believe in ghosts.
T: You don't? Well, I do.
T: He doesn't believe in ghosts.
T: He doesn't? Well, I do.
T: I don't believe in ghosts.
C: You don't? Well, I do.

Continue:

*He doesn't believe in ghosts.
They don't believe in ghosts.
She doesn't believe in ghosts.
Kay doesn't believe in ghosts.
A lot of people don't believe in ghosts.*

9. Silent reading of Part 1 of the conversation.

10. Conversation—Part 2 (to the end). Have students cover the text. Set up the situation. Ask prelistening questions: *Where was Doug when he saw the ghost? What did he do? What did the ghost do?* Play the recording or act out. Check answers.

11. Selective repetition of Part 2 of the conversation.

12. Practice:

T: What had he been doing?
T: He'd been reading a book.
T: What had they been doing?
T: They'd been reading a book.
T: What had he been doing?
C: He'd been reading a book.

Continue:

*What had they been doing?
What had she been doing?
What had you been doing?
What had Doug been doing?*

13. Practice:

T: all day
T: He'd been reading a book all day.
T: 9 o'clock
T: He'd been reading a book since 9 o'clock.
T: 3 hours
T: He'd been reading a book for 3 hours.
T: all day
C: He'd been reading a book all day.

Continue:

*9 o'clock
3 hours
5 hours
all morning
11 o'clock
all afternoon
2 o'clock
4 hours*

14. Practice:

T: you
T: Had you been reading about ghosts?
T: he
T: Had he been reading about ghosts?
T: you
C: Had you been reading about ghosts?

Continue:

*he
they
she
Doug
Kay*

15. Practice:

T: I'd been in bed for 2 or 3 hours.
T: at home
T: I'd been at home for 2 or 3 hours.
T: 5 minutes
T: I'd been at home for 5 minutes.
T: he
T: He'd been at home for 5 minutes.
T: I'd been in bed for 2 or 3 hours. Repeat.

Continue:

*at home
5 minutes
he
half an hour
we
out walking
they
all day*

16. Practice:

T: a fire
T: There'd been a fire.
T: a fire
C: There'd been a fire.

Continue:

*a robbery
an accident
a fight
a murder*

17. Silent reading of Part 2 of the conversation.

18. Play or read aloud the complete conversation again.

19. Questions and Answers.

*Where did Doug see the ghost? What was the ghost wearing?
What had Doug been doing all day?
How long had he been in bed when he saw the ghost?
What was the man standing beside? What was the weather like?
Who believed Doug's story? Why?*

20. Write on the board and have students copy:

She	'd	been (walking)	all (day)	when she
	had		for (three hours)	(saw it).
	hadn't		since (9 o'clock)	

21. Application (+ Ask him/her/me/each other.).

*Do you believe in ghosts? Have you ever seen a ghost?
Ask Where? Ask When? Tell us about it.
Do you like ghost stories? Do they frighten you? etc.*

22. Exercise 1. Students work alone or in pairs to complete the exercise. Go over the answers with the class.

23. Exercise 2. Assign the written composition "Tell a ghost story" for homework.

See **Suggestions for further activities** on page 98.

Expressions

Do you need any assistance?
I have the perfect thing!
It's right here.

Vocabulary

album	grandmother	single (n)
anniversary	grandson	sister-in-law
bracelet	hit (n)	skateboard
brother-in-law	jewelry (store)	stone
chain	kit	top ten (n)
Christmas present	necklace	toy (n)
cousin	nephew	
diamond	niece	advise
drum set	pen	
earrings	platinum	do-it-yourself
emerald	ring (n)	educational
gold	ruby	intelligent
granddaughter	sapphire	popular
grandfather	silver (n)	22-carat (gold)

1. Briefly review the previous lesson.

2. Conversation 1 (In a record store). Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *How many records does she buy?* Play the recording or act out. Check answers.

3. Selective repetition of Conversation 1.

4. Practice:

T: *me*
 T: *It's not for me. It's for my grandmother.*
 T: *me*
 C: *It's not for me. It's for my grandmother.*

Continue: *him/us/them/her/you/(John)*

5. Focus attention on "This Week's Top Ten Hits." Silent Reading. Ask questions: *What's number (two) this week?* *Who's it by?* etc.

6. Focus attention on Conversation 1. The students look and listen. Play the recording or act out the conversation.

7. Silent reading of Conversation 1.

8. The teacher takes the part of Liz. The class in chorus takes the part of the salesman. Go through the conversation. Then reverse roles and go through the conversation again.

9. Pair Work on Conversation 1.

10. Application. The teacher selects a student and acts out the conversation, substituting other vocabulary items. Students do the same in pairs, using the "Top Ten" in the Student Book.

11. Conversation 2 (In a jewelry store). Follow the same procedure as for Conversation 1, but include these prelistening questions: *What's Ted looking for?* *What does the saleswoman suggest?* Check answers.

12. Practice:

T: *wife*
 T: *I'm trying to find a present for my wife.*
 T: *wife*
 C: *I'm trying to find a present for my wife.*

Continue: *brother/husband/son/sister/daughter/father/mother*

13. Practice:

T: *rings/22-carat gold*
 T: *These rings are made of 22-carat gold.*
 T: *bracelet/silver*
 T: *This bracelet is made of silver.*
 T: *rings/22-carat gold*
 C: *These rings are made of 22-carat gold.*

Continue:

bracelet/silver
necklace/9-carat gold
pin/copper
chain/platinum
earrings/18-carat gold

14. Practice:

T: *earrings*
 T: *Maybe you could show me some earrings.*
 T: *earrings*
 C: *Maybe you could show me some earrings.*

Continue: *bracelets/necklaces/pins/chains/rings*

15. Conversation 3 (In a toy store). Follow the same procedure as for Conversation 1, but include these prelistening questions: *Who is the present for?* *What does the salesman suggest?* Check answers.

16. Practice:

T: *nephew*
 T: *I'm looking for a toy for my nephew.*
 T: *nephew*
 C: *I'm looking for a toy for my nephew.*

Continue: *niece/grandson/granddaughter/cousin/son*

17. Practice:

T: *nine...Saturday*
 T: *He'll be nine on Saturday.*
 T: *eight...Friday*
 T: *He'll be eight on Friday.*
 T: *nine...Saturday*
 C: *He'll be nine on Saturday.*

Continue:

eight...Friday
three...Tuesday
seven...Monday
ten...Sunday
five...Wednesday

18. Practice:

T: *How about a drum set?*
 T: *His father will be upset if I buy him a drum set.*
 T: *How about a toy machine gun?*
 T: *His father will be upset if I buy him a toy machine gun.*
 T: *How about a drum set?*
 S: *His father will be upset if I buy him a drum set.*

Continue:

How about a toy machine gun?
How about an electric guitar?
How about a football?
How about a toy saxophone?

See **Suggestions for further activities** on page 98.

In a record store

Liz: Excuse me. I'm trying to find *Rat Run Rap* by *Pleeze B Funky*. It's their latest single.

Salesman: Oh, right. It's number nine this week. CD or cassette?

Liz: CD.

Salesman: It's right here.

Liz: Thanks. And do you have the new album by *Titanium* yet?

Salesman: *Heavy Metal Murder*? Oh, sure. We have that. It's great. You'll love it.

Liz: Oh, it's not for me. It's for my grandmother. It's a birthday present.

In a jewelry store

Ted: I'm trying to find a Christmas present for my wife.

Saleswoman: OK. What kind of thing are you looking for?

Ted: I'm not sure, really. Maybe you can help me.

Saleswoman: How about a bracelet?

Ted: No, I bought her a bracelet for our anniversary.

Saleswoman: Maybe a ring, then. These rings are made of 22-carat gold.

Ted: Mmm. What kind of stone is that?

Saleswoman: A diamond. And it's less than \$5,000!

Ted: Oh.... Well, maybe you could show me some earrings, then.

In a toy store

Salesman: Do you need any assistance, ma'am?

Mrs. Silva: Thank you. Yes, I'm looking for a toy for my nephew.

Salesman: OK. How old is he?

Mrs. Silva: He'll be nine on Saturday.

Salesman: What about a skateboard?

Mrs. Silva: No, I don't want him to hurt himself.

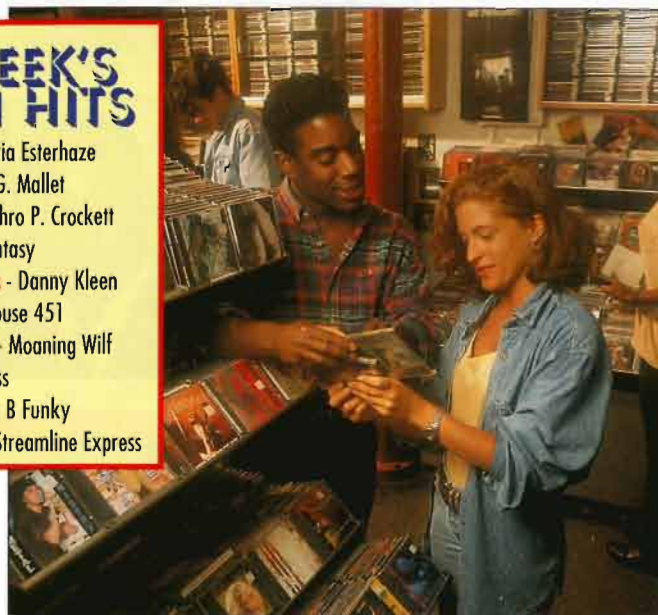
Salesman: How about a drum set?

Mrs. Silva: I don't think so. His father will be upset if I buy him one of those. Do you have anything educational? You see, he's a very intelligent boy.

Salesman: I have the perfect thing! A do-it-yourself computer kit.

THIS WEEK'S TOP TEN HITS

- 1 *Love Me, Baby* - Gloria Esterhaze
- 2 *Subway Groove* - M.G. Mallet
- 3 *You're My Lady* - Jethro P. Crockett
- 4 *The Golden City* - Fantasy
- 5 *Happy Summer Days* - Danny Kleen
- 6 *Hip Hop Heaven* - House 451
- 7 *Blue Jeans Ad Blues* - Moaning Wilf
- 8 *Purple Train* - Princess
- 9 *Rat Run Rap* - Pleeze B Funky
- 10 *The Breakthrough* - Streamline Express



bracelet
pin
chain
ring
necklace
earrings

gold (Au)
silver (Ag)
platinum (Pt)
copper (Cu)

diamond
ruby
emerald
sapphire



nephew
niece
cousin
aunt
uncle

brother-in-law
sister-in-law
grandfather
grandmother

a toy
present
gift
something



Carson: Good evening. I'm Jesse Carson, welcome to *Double Your Cash*. Our first contestant tonight is Dawn Sikorski from Lincoln, Nebraska. How are you doing, Dawn?

Dawn: I'm doing fine, Jesse.

Carson: What do you do, Dawn?

Dawn: I'm a librarian.

Carson: And were you born in Lincoln?

Dawn: No, I wasn't. I was born in Omaha.

Carson: OK, now the first question is for \$100. Are you ready?

Dawn: Sure.

Carson: Where are Ferrari cars made? Are they made in Spain? Are they made in France? Or are they made in Italy?

Dawn: That's easy. Italy.

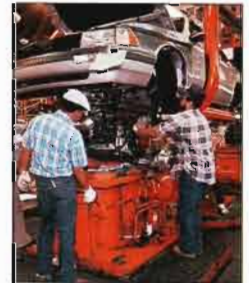
Carson: Correct. That's great, Dawn! OK, Dawn, you can take the \$100 right now, or you can have another question and double your cash!

Dawn: I'll take another question.

Carson: OK. This is for \$200. When was Martin Luther King Jr. murdered? Was it in 1963, 1965, or 1968?

Dawn: He was murdered in...

Here are some more questions in the quiz. Continue the quiz in pairs. Student A should ask the questions in the blue box; student B should ask the questions in the green box. The answers are at the foot of the page.



\$400	Where was Columbus born?	<input type="checkbox"/> Spain	<input type="checkbox"/> Italy	<input type="checkbox"/> Portugal
\$800	Where are Boeing airplanes made?	<input type="checkbox"/> The U.K.	<input type="checkbox"/> The U.S.A.	<input type="checkbox"/> France
\$1,600	When was uranium discovered?	<input type="checkbox"/> 1944	<input type="checkbox"/> 1932	<input type="checkbox"/> 1789
\$3,200	Who was the Statue of Liberty built by?	<input type="checkbox"/> The French	<input type="checkbox"/> The British	<input type="checkbox"/> The Americans
\$6,400	Where are space shuttles launched from?	<input type="checkbox"/> Texas	<input type="checkbox"/> Tennessee	<input type="checkbox"/> Florida

\$400	Where was John F. Kennedy assassinated?	<input type="checkbox"/> Dallas	<input type="checkbox"/> Memphis	<input type="checkbox"/> Miami
\$800	Where are Swatch watches made?	<input type="checkbox"/> Switzerland	<input type="checkbox"/> The U.S.A.	<input type="checkbox"/> France
\$1,600	Where is Parmesan cheese produced?	<input type="checkbox"/> The U.S.A.	<input type="checkbox"/> Mexico	<input type="checkbox"/> Italy
\$3,200	Which one was born in Arkansas?	<input type="checkbox"/> Clinton	<input type="checkbox"/> Bush	<input type="checkbox"/> Reagan
\$6,400	Where was the first book printed?	<input type="checkbox"/> Britain	<input type="checkbox"/> Japan	<input type="checkbox"/> Germany

Exercise 1

Where was your watch made?
Where were your shoes made?
(I think) it was made in Japan.
(I think) they were made in Brazil.

It wasn't made in Germany.
They weren't made in Canada.

I don't know where it was made.
I'm not sure they were made.

Ask and answer about your:
pen/pencil/shirt/dress/jacket/jeans/
glasses/skirt, etc.

Exercise 2

In your house, is there a television? oven?
refrigerator? clock? camera? CD player?
vacuum cleaner? hair dryer?
Where was it made?

Exercise 3

What things are made in your country?
region? town? capital city?

Exercise 4

The United States imports a lot of things.
Coffee is imported from Colombia.
Cars are imported from Korea.
Make sentences using:
wood/Canada
bananas/Ecuador
beef/Brazil
cameras/Japan
oil/Saudi Arabia

In your country, what goods are imported?
What goods aren't imported?
Where are they imported from?
What things are exported from your country?

Exercise 5

What is produced on farms in your country?
For example:
Bananas are produced in my country.
Rice is produced in my country.

Germany
\$1,600 Italy \$3,200 Clinton \$6,400
\$400 Dallas \$800 Switzerland
Green box answers:
Florida
1789 \$3,200 The French \$6,400
\$400 Italy \$800 The U.S.A. \$1,600
Blue box answers:

Target structures

Introduction to the passive (present and past simple)

It	is	made in	the United States.
They	was	produced in	
	are	imported from	
	were	exported to	

Expressions

I'm doing fine.

Vocabulary

banana	region	double (v)
beef	rice	export
capital (city)	space shuttle	import
hair dryer	uranium	launch
librarian		murder (v)
pencil	assassinate	print
quiz	build	produce
refrigerator	discover	

1. Briefly review the previous lesson.

2. Classroom context. Point to your watch. Say: *My watch was made in (Japan). Where was your watch made? Ask him/her/each other.*

3. Conversation. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *How much can she win for the first question? Does she get the answer right? How much can she win for the second question? Play the recording or act out. Check answers.*

4. Selective repetition of the conversation.

5. Practice:

T: Lincoln

T: Were you born in Lincoln?

T: Lincoln

C: Were you born in Lincoln?

Continue: New York/Detroit/Tokyo/Mexico City/Taipei

6. Practice:

T: Ferrari cars

T: Where are Ferrari cars made?

T: Ferrari cars

C: Where are Ferrari cars made?

Continue: Casio watches/Boeing planes/Rolls-Royce cars/Swatch watches/Macintosh computers/Mercedes-Benz trucks

7. Silent reading of the conversation.

8. Pair Work on the conversation.

9. Quiz. Read through the quiz questions and answers with the students. Check vocabulary, and elicit and check pronunciation. Do not have students answer the questions yet.

10. Pair Work. Students play the quiz in pairs. (Students can check the answers, which are printed upside down at the foot of the page.)

11. Exercise 1. Go through the examples orally, then ask students questions about their clothes and possessions, e.g., *Where was your pen made?* etc. (+ Ask him/her/me.)

12. Pair Work on Exercise 1. Check the answers by asking *Where was his/her pen made?* etc.

13. Exercise 2. Read through the exercise, checking vocabulary, and eliciting and checking pronunciation. Ask questions: T: *Is there a CD player in your house?* S: *Yes, there is.* T: *Where was it made?* S: *It was made in Korea, etc.*

14. Pair Work on Exercise 2.

15. Application.

Where are Ferrari cars made? What about Toyotas/Fiat/Volkswagens/Jaguars/Renaults/Volvos/Chevrolets/Moskvitches?

Where are these things made? Rolex watches? Sony televisions? IBM computers? Philips cassette/CD players? Honda motorcycles? BIC lighters? Benetton clothes? Lacoste shirts? Levi's jeans? etc.

16. Exercise 3. Read through the questions, checking vocabulary. Ask a few students the questions before they practice in pairs.

17. Exercise 4. Read through the exercise, checking vocabulary, and eliciting and checking pronunciation.

18. Practice

T: coffee/Colombia

T: Coffee is imported from Colombia.

T: wood/Canada

T: Wood is imported from Canada.

T: coffee/Colombia

C: Coffee is imported from Colombia.

Continue:

wood/Canada

tea/India

VCRs/Japan

bananas/Ecuador

oil/Saudi Arabia

watches/Switzerland

19. Pair Work. Students make sentences using the cues in Exercise 4, e.g., *Wood is imported from Canada.*

20. Ask students the questions in Exercise 4, e.g., *What goods are imported into (Japan)?* Students then ask and answer in pairs.

21. Say: *A lot of things are produced on American farms. Milk is produced on American farms. Potatoes are produced on American farms.* Elicit or give more examples.

22. Practice:

T: milk

T: Milk is produced on American farms.

T: potatoes

C: Potatoes are produced on American farms.

Continue: rice/oranges/eggs/butter/beef/tomatoes

23. Exercise 5. Read through the exercise. Students ask and answer in pairs.

Suggestions for further activities

1. Group work. Students work in groups to compile a quiz similar to the one in the Student Book. All questions should be in the passive. The members of the group then question members of other groups.

2. Pair Work. Each student makes a list of ten foods and ten electronic products. They then discuss in pairs which are imported and where from, which are exported and where to, and why.

Target structures

Passive voice (2)

*It is (built of brick). It has been (renovated).**It was (built in 1936). It will be (built).***Expressions***I guess not. I have no idea.***Vocabulary**

air conditioning	roof	flat
bargain	row house	main
brick	sauna	real
brownstone	school bus	similar
builder	shingle	solid
central heating	stone	tiled
construction	town house	
electrical wiring		away
elementary school	convert (v)	in good condition
exit	put on	right here
ranch-style house	renovate	
Realtor	rewire	

1. Briefly review the previous lesson.

2. Introductory text and Conversation—Part 1 (up to: ...put on two years ago.). Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *Why are they visiting the house? When was the house built?* Play the recording or act out. Check answers.

3. Selective repetition of the text and Part 1 of the conversation.

4. Practice:

T: 1936

T: *It was built in 1936.*

T: 1936

C: *It was built in 1936.*

Continue: 1932/1895/1932/1947/1978

5. Practice:T: *last year*T: *It was put on last year.*T: *last year*C: *It was put on last year.*Continue: *in 1988/three years ago/last summer/in February/six months ago***6.** Silent reading of the text and Part 1 of the conversation.**7.** Questions and Answers.*What kind of house is it? Where is it? What number is it?**Are the owners there? Ask Where?**Can they get into the house? Ask How? Is it a new house?**Who built it? Is that an important question?**Does the roof look new? Is it brand-new or is it pretty new?**Was it put on five years ago? Ask When?***8.** Pair Work on Part 1 of the conversation.

9. Conversation—Part 2 (up to: ...tiled roof.). Follow the same procedure as for Part 1, but include this prelistening question: *When was the house renovated?* Check answers.

10. Practice:T: *Has it been rewired?*T: *Yes, it was rewired last year.*T: *Has it been renovated?*T: *Yes, it was renovated last year.*T: *Has it been rewired?*C: *Yes, it was rewired last year.*

Continue:

*Has it been renovated?**Has it been repainted?**Has central heating been put in?**Has a new garage been built?**Has the roof been fixed?***11.** Practice:T: *rewired*T: *It's been rewired.*T: *rewired*C: *It's been rewired.*Continue: *restored/repainted/fixed/cleaned/rebuilt***12.** Practice:T: *What's the central heating like?*T: *New central heating has been put in.*T: *What are the floors like?*C: *New floors have been put in.*

Continue:

*What are the windows like?**What are the doors like?**What's the air-conditioning like?***13.** Questions and Answers.*Is it in very good condition? Who was the previous owner?**Is Donna worried about anything? Ask What?**Has it been rewired? Ask When?**Has it been renovated? Has central heating been put in?**What about central air conditioning?**Has a new garage been built? Ask When?**It's a very solid house, isn't it? Is it built of stone? Ask What?*

14. Conversation—Part 3 (up to: ...a real bargain.). Follow the same procedure as for Part 1, but include these prelistening questions: *How can her son get to school? Is the house cheap or expensive?* Check answers.

15. Practice:T: *The children are picked up.*T: *When are they picked up?*T: *The garbage is picked up.*T: *When is it picked up?*T: *The children are picked up.*C: *When are they picked up?*

Continue:

*The garbage is picked up.**The newspaper is delivered.**The children are brought home.**The trash is picked up.***16.** Questions and Answers.*Does Donna have any children?**What kind of school does he go to?**The children are picked up/brought home, aren't they?**Are other similar houses more expensive?*

17. Conversation—Part 4 (to the end). Follow the same procedure as for Part 1, but include this prelistening question: *What is going to be built nearby?* Check answers.

18. Practice:T: *A new interstate highway will be built.*T: *Where will it be built?*T: *A new interstate highway will be built.*C: *Where will it be built?*

Continue:

*A school will be built./A new street will be built./A shopping mall will be built./A hospital will be built.***19.** Questions and Answers.*Will a hospital be built? Ask When? Ask Where?**Will a new interstate highway be built? Ask When? Ask Where?**Which street has been chosen as the main exit for the city?***20.** Play the recording right through or read again.

21. Exercise. Go through it orally. Assign it for written work in class or for homework.

See **Suggestions for further activities** on page 98.

Donna Woo is looking for a new house. She's with the Realtor now.

Realtor: Well, Ms. Woo, this is the house that I told you about: 341 Sunlake Drive. The owners are away, but I have the keys.

Donna: When was it built?

Realtor: It was built in 1936.

Donna: Who built it?

Realtor: I have no idea. Is it important?

Donna: No, I guess not. Is that a new roof? It looks new.

Realtor: It's pretty new. It was put on two years ago.

Realtor: It's in very good condition. The previous owner was a builder.

Donna: I'm worried about the electrical wiring. Has it been rewired?

Realtor: Yes, it has.

Donna: Oh? When was that done?

Realtor: Five years ago. It's been completely renovated. New central heating and air conditioning have been put in, and a new garage has been built.

Donna: Oh? When was that done?

Realtor: The garage? Last year—I think. It's a very solid

house. It's built of brick with a tiled roof.

Donna: I have a little boy in elementary school. Does a school bus pass by here?

Realtor: Yes, right here on Sunlake Drive. The children are picked up at eight o'clock, and they're brought home by 3:30.

Donna: It's really not expensive. I've seen a lot of similar houses, and they're more expensive.

Realtor: Oh, yes. It's a real bargain.

Donna: Are there any plans for new construction in this area?

Realtor: Excuse me? New construction? Well, uh, yes, a new hospital is going to be built about six blocks north of here.

Donna: Anything else?

Realtor: Well, a new interstate highway will be built next year. You'll be able to get to the city in half the time.

Donna: Where exactly will the interstate be built?

Realtor: Uh...it'll be built just down the street. Sunlake Drive has been chosen as the main exit for the city. It'll be interesting. You'll be able to watch the traffic....



Exercise



826 Adams Street
Row house
Built: 1925
Wood/shingle roof
Central heating: 1969
Renovated: 1992

826 Adams Street is a row house. It was built in 1925. It's made of wood with a shingle roof. Central heating was put in in 1969 and it was renovated in 1992.

Now write paragraphs about:
2857 Colonial Drive



Ranch-style house
Built: 1971
Brick/shingle roof
Central air conditioning: 1983
Garage converted into room: 1993

648 West 68th Street



Town house
Built: 1895
Brownstone/flat roof
Renovated: 1953
Sauna: 1990

Good evening, this is Rose Anne Silvernail with the Six O'Clock Report from WBTV Baltimore.

Our top story tonight: Alan Wolfe, the great plane robber, has been caught in Costa Rica. He was arrested in a San José nightclub. He is being questioned at local police headquarters, and he will probably be sent back here to Baltimore. In 1992, Wolfe was sentenced to forty years in prison for his part in the Great Plane Robbery at Baltimore-Washington International Airport. He escaped from the Maryland State Penitentiary in April. Since then he has been seen in ten different countries.

Another tragedy in the music world: Jerry Henderson, the lead guitarist of the rock group *The Rats*, is dead. He was found unconscious in his room at the Baltimore Glory Inn early this morning. Henderson was rushed to the Johns Hopkins University Hospital but doctors were unable to save his life. A number of bottles, which had been found in his room, were taken away by the police.

The painting *Iris Morning* by Penoir was stolen last night from the Baltimore Museum of Art. The painting, which is worth over five million dollars, had been given to the museum in 1993. It hasn't been found yet, and all area airports, highways, and train stations are being watched. All vans and trucks are being searched. A reward of \$50,000 has been offered for information.

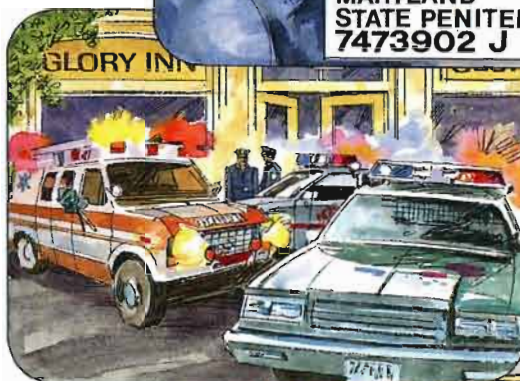
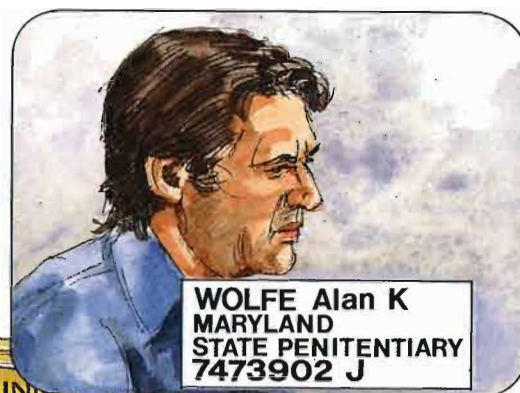
And finally, Jumbo, the elephant that escaped from the Baltimore Zoo this afternoon, has been caught. Jumbo was chased across Druid Hills Park and was finally captured at a hot dog stand near the park's main gate. Jumbo had not been fed and was trying to take bread rolls from the stand. A tranquilizer gun was used, and Jumbo was loaded onto a truck and was taken back to the zoo. At the zoo, he was examined by the zoo veterinarian. Fortunately, no damage had been done, and Jumbo will be returned to the elephant house tomorrow.

Look at this:

Someone did it.	We don't know who did it.	It was done.
	or	
	It isn't important who did it.	
	or	
	We aren't interested in who did it.	

(or We are more interested in *what* was done than in *who* did it.)

Someone does it....	It is done.
Someone is doing it....	It is being done.
Someone has done it....	It has been done.
Someone had done it....	It had been done.
Someone will do it....	It will be done.



Exercise 1

Someone stole them. *They were stolen.*
 Someone has found it.
 Someone is watching it.
 Someone cleans the windows.
 Someone had taken them.
 Someone will buy it.
 Someone brought it.
 Someone has seen it.
 Someone is searching them.
 Someone had caught it.
 Someone will send it.

Exercise 2

Now write the news for today.

Target structures

Extension of passive voice, to include:

It had been (done).

It is being (done).

Vocabulary

damage	penitentiary	feed
elephant	prison	load
headquarters	tragedy	offer
hot dog stand	tranquilizer gun	return
information	veterinarian	reward
lead guitarist		sentence
museum	be unable to	use (v)
nightclub	capture	walk out
a number of (bottles)	chase	
painting	do (damage)	local
part	escape	

1. Briefly review the previous lesson.

2. Introduction and Text 1 (Alan Wolfe). Have students cover the text. Set up the situation. Ask prelistening questions: *What's happened to Alan Wolfe? Where is he now? When did he escape from prison?* Play the recording or read aloud. Check answers.

3. Selective repetition of the introduction and Text 1.

4. Silent reading of the introduction and Text 1.

5. Questions and Answers.

Who is Alan Wolfe?

Was he arrested at home? Ask Where?

Is he asking questions or is he being questioned?

Will he probably be sent back?

When was Wolfe sentenced to prison?

How many years was he sentenced to?

Why was he sentenced to prison?

Which prison did he escape from?

Has he been seen since then? Ask Where?

6. Text 2 (Jerry Henderson). Have students cover the text. Set up the situation. Ask prelistening question: *What's happened to Jerry Henderson?* Play the recording or read aloud. Check answers.

7. Selective repetition of Text 2.

8. Silent reading of Text 2.

9. Questions and Answers.

Who was Jerry Henderson?

He was found unconscious, wasn't he?

Ask Where? Ask When?

He was rushed to the hospital, wasn't he?

Ask What hospital?

Were the doctors able to save his life?

Were any bottles taken away?

Where had they been found?

10. Text 3 (the painting). Have students cover the text. Set up the situation. Ask prelistening questions: *What was stolen? How much was it worth?* Play the recording or read aloud. Check answers.

11. Selective repetition of Text 3.

12. Silent reading of Text 3.

13. Questions and Answers.

Where was the painting stolen from?

Was it given to the museum in 1983? Ask When?

Has it been found yet?

Is the museum being watched? Ask What?

Are people being searched? Ask What?

How much has been offered for information?

14. Text 4 (Jumbo). Have students cover the text. Set up the situation. Ask prelistening questions: *Where was Jumbo captured? How was he taken back to the zoo?* Play the recording or read aloud. Check answers.

15. Selective repetition of Text 4.

16. Silent reading of Text 4.

17. Questions and Answers.

Where did he escape from? Ask When?

Has he been caught yet?

Was Jumbo chased across Druid Hills Park?

Where was he captured?

What was he doing?

What was used to capture him?

How was he taken back to the zoo?

Who was he examined by?

Had any damage been done?

What will happen to Jumbo?

18. Focus on **Look at this**. Read through it with the students. Check comprehension. Tell or remind students that the passive is used primarily when we **don't know or don't want to say** who did (or is going to do) something, e.g., news reports or political speeches.

19. Go through Exercise 1 orally. Assign it for written work in class or for homework.

20. Assign Exercise 2 for homework.

Suggestions for further activities

1. Discussion: News. Discuss the topics currently in the news with the whole class. Students make brief notes beforehand. Try to include a crime story, an international story, a sports item, a "human interest" item, and an amusing or bizarre item.

2. Group work. Students work in groups and prepare a news broadcast for that evening. They then role play newscasters and read one item each.

3. Quiz. Prepare a short quiz on things currently in the news. Students may also do this in teams, competitively.

Target structures

Extension of passives: *It can be (done).*

Expressions

Don't miss it!

Vocabulary

Andes (Mountains)	map	direct (v)
Atlantic Ocean	monastery	illustrate
ballad	mountains	make (a program/a movie)
condor	nest	perform
costume	photograph (n)	protect
crossing	review (n)	publish
design (n, v)	rock ('n roll)	
documentary	Rockies (Rocky)	available
extinction	song	brilliant
film (n, v)	soul (music)	everyday
general (n)	special effects	future
generation	star	remote
habit	variety	romantic
hero	voyage	sizzling
keyboard		wooden
label	accompany	
law	air (v)	beautifully
liner copy	compose	live (adv)
lyrics		

1. Briefly review the previous lesson.

2. Television review. Have students cover the text. Set up the situation. Ask prelistening questions: *What animal is the documentary about? Are there many of them left?* Read the text aloud. Check answers.

3. Selective repetition of the television review.

4. Questions and Answers.

*Who was it directed by? When was it first shown?
When will it be aired on TV?
Where is the condor found?
Why are condors threatened with extinction?
What are they protected by?*

5. Application (+ Ask me/him/her/each other.).

*Do you like wildlife programs?
Have you ever seen a condor?
Are they found in your country?
Are any birds and animals threatened with extinction in your country?
Do you often watch television?
What is your favorite program? Tell us about it.*

6. Book review. Have students cover the text. Set up the situation. Ask prelistening questions: *What did Tyrone Fitzpatrick do? Who took the photographs?* Read the text aloud. Check answers.

7. Selective repetition of the book review.

8. Questions and Answers.

*Who was the book written by? Who was it published by?
Where was the boat built? How was it designed?
Who does Fitzpatrick think America was first visited by?
Where was the design taken from?
Where had the book been found?
How is this book illustrated?
Who were the pictures taken by? When were they taken?*

9. Application (+ Ask me/him/her/each other.).

*Have you read any books about ocean crossings?
Who do you think America was first visited by?
Do you like books about the sea?
Have you read any other books about the sea?
Tell us about them.*

10. Music review. Have students cover the text. Set up the situation. Ask prelistening questions: *Who wrote the songs? How many people are there in her group?* Read the text aloud. Check answers.

11. Selective repetition of the music review.

12. Questions and Answers.

*Who is the singer? Who was the CD produced by?
Who wrote the songs written by?
When was the album recorded?
Who is she accompanied by?
Have you heard of any of them?
Where are the words printed?*

13. Application (+ Ask me/him/her/each other.).

*Who is your favorite singer/musician?
What's your favorite CD/cassette?
Who was it made by?
Do you buy a lot of CDs/cassettes?
What was the last CD/cassette you bought?
Tell us about it.*

14. Movie review. Have students cover the text. Set up the situation. Ask prelistening questions: *Does the reviewer like the movie? When and where was it filmed?* Read the text aloud. Check answers.

15. Selective repetition of the movie review.

16. Questions and Answers.

*What is the movie called?
Who was it directed by? Who was it written by?
Who was the music composed by?
Who was the Army general played by?
Where is it being shown? Where can it be seen next week?*

17. Application (+ Ask me/him/her/each other.).

*Have you ever seen a movie about UFOs?
What was it called?
Did the UFOs look real? Where was the movie filmed?
Where were the special effects done?
What's your favorite movie?
Do you know who it was directed/written by?
Do you often go to the movies?
What was the last movie that you saw? Tell us about it.*

18. Listening. Read through the incomplete sentences with the students. Check vocabulary, and elicit and check pronunciation. Have students work in pairs to predict what words go in the gaps. Ask for suggestions but do not correct their answers at this stage. Play the recording for students to check their answers. Play the recording again before going over the answers with the class.

19. Exercise. Assign it for written work in class or for homework.

See **Suggestions for further activities** on page 98.

TELEVISION

THE CONDOR PASSES
Directed by Paula Simon (PBC)



This documentary, which was first shown at the Cartagena Film Festival, will be aired on Wednesday at 8 on PBC. The condor is now found in only a few remote places in the Andes and the Rockies. In recent years, nests have been robbed and eggs have been stolen. Condors are protected by law, but they are threatened with extinction. Paula Simon spent a year making this documentary. The everyday habits of the condor have been recorded for future generations.

BOOKS

ATLANTIC CROSSING
written by Tyrone Fitzpatrick
Published by Ransom House, \$29.95

This book tells the story of Tyrone Fitzpatrick who crossed the Atlantic Ocean alone in a small wooden boat. The boat was built in Ireland and was designed like the boats that were used by the Irish 1,000 years ago. Fitzpatrick thinks North America was visited by Europeans many years before Columbus was born. The design for the boat was taken from an old book which had been found in an Irish monastery. The book is beautifully illustrated with many color photographs and maps. The photographs were taken by Fitzpatrick himself during the voyage.

REVIEWS



MUSIC

SONGS OF THE CITY
By Tracy Chaplin (Somy Music)
Produced by Carmine Dragone

All the songs on this new CD were written by Tracy herself, and were recorded live during her recent concert tour. She is accompanied by an all-star group: Melissa Hayes (bass), Ahmed Touré (drums), Zach Zebedee (keyboards), and Bruce Stringbean (guitar). There is a great variety of music on the album — from romantic ballads to sizzling soul. The lyrics are printed in the liner copy.

MOVIES

UFO II (PG)
Directed by Stephen Spielman
Written by Pritchard Rice
Music composed by John Williamson

UFO II, which is now being shown at theaters in major cities, is one of the most exciting movies I've ever seen. It was filmed in Hollywood last year, but the special effects were done at Crittendon Studios in England. Richard Deere is brilliant as the Army general, but the real stars are the UFOs themselves. It can be seen at neighborhood theaters beginning next week. Don't miss it!

Listening

Listen to the radio review and complete the sentences.

1. *Space Opera* was ... by Tim Webber.
2. The music was ... by the Idaho Symphony Orchestra.
3. The hero is ... by Danny Kleen.
4. *Starlight Tonight* is ... by Lorna Winter.
5. The costumes were ... by Annette Field.
6. The book is ... by Appletree Books.

Exercise

Now write a short review of:
a movie that you've seen.
a book that you've read.
a record that you've heard.
a TV program that you've seen.

When Elvis Presley died on August 16, 1977, radio and television programs all over the world were interrupted to give the news of his death. President Carter said: "Elvis Presley changed the face of American popular culture.... He was unique and irreplaceable." Eighty thousand people attended his funeral, and Elvis Presley movies were shown on television and his records were played on the radio all day. In the year after his death, 100 million Presley albums were sold.

Elvis Presley was born on January 8, 1935, in Tupelo, Mississippi. His twin brother died at birth. His parents were very poor and Elvis never had music lessons, but Elvis regularly sang at church services. In 1948, when he was thirteen, his family moved to Memphis, Tennessee. Elvis left school in 1953 and got a job as a truck driver.

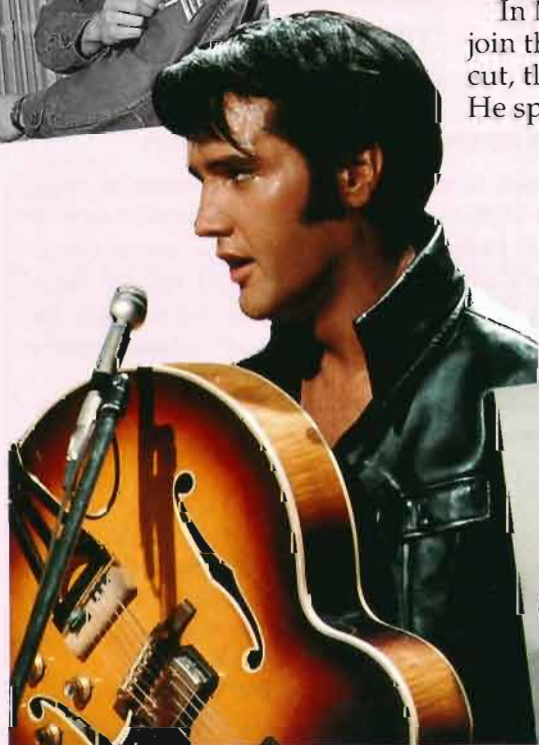
In the summer of 1953 Elvis paid four dollars and recorded two songs for his mother's birthday at Sun Records' studio. Sam Phillips, the owner, heard Elvis and asked him to record *That's All Right* in July 1954. Twenty thousand copies were sold, mainly in and around Memphis. Elvis made five more records for Sun, and in July 1955 he met Colonel Tom Parker, who became his manager. Parker sold Elvis's contract to RCA Records. Elvis immediately bought a pink Cadillac for his mother. In January 1956, Elvis recorded *Heartbreak Hotel*, and a million copies were sold. In the next fourteen months he made another fourteen records, and they were all big hits. In 1956 he also made his first movie in Hollywood, *Love Me Tender*.

In March 1958, Elvis had to join the army. When his hair was cut, thousands of women cried. He spent the next two years in

Germany, where he met Priscilla Beaulieu, who became his wife eight years later, in 1967. In 1960, he left the army and went to Hollywood where he made several movies during the next few years. Most critics thought the movies were a waste of his talent.

By 1968, many people had become tired of Elvis. He hadn't performed live since 1960. But then he recorded a new album, *From Elvis in Memphis*, and appeared in a TV special. He became popular again, and went to Las Vegas, where he was paid \$750,000 for four weeks. In 1972, Priscilla left him, and they were divorced in October 1973. The next few years were spent doing concert tours. Elvis died at home of a heart attack. He had been eating and drinking too much for several years. He left all his money to his only daughter, Lisa Marie Presley.

Since his death, Elvis has sold more records than during his lifetime. He has become a legendary figure, and every year there are rumors that he is still alive. In 1993, Elvis was the first rock musician to be featured on a U.S. postage stamp. People were asked to vote—did they want a picture of the young 1956 Elvis or of the Elvis of the Las Vegas shows. You can see how they voted!



Target structure

Review and reinforcement:

Biographical data

He became popular/rich.

She became his wife/one of the richest women.

Vocabulary

church service	rumor	perform
colonel	talent	play (a record)
copy (n)	TV special	vote
critic	twin brother	
death	waste (n)	irreplaceable
figure		legendary
funeral	cry	only (daughter)
heart attack	divorce (v)	unique
heartbreak	feature (v)	
hit (n)	interrupt	mainly
lifetime	leave home	regularly
popular culture	move (to another place)	at birth
postage stamp		

1. Briefly review the previous lesson.

2. Paragraph 1. Have students cover the text. Say:

You're going to hear about Elvis Presley.

Ask prelistening questions: *What was the date of his death?*

Who spoke about him? How many people were at his funeral?

How many albums were sold in the year after his death?

3. Play the recording or read Paragraph 1 aloud two or three times.

4. Silent reading of Paragraph 1.

5. Check answers to the questions in step 2.

6. Retelling (Complete my statement.).

Elvis Presley died on...

Radio and television programs all over the world were...

to give the news of...

President Carter said, "Elvis Presley..." "He was..."

80,000 people...

Elvis Presley movies were...

His records were...

In the year after his death....

7. Paragraph 2. Ask prelistening questions: *What was his date of birth? When did his family move? What happened in 1953?*

8. Play the recording or read Paragraph 2 aloud two or three times.

9. Silent reading of Paragraph 2.

10. Check answers to the questions in step 7.

11. Retelling (Correct my statement.).

Elvis Presley was born in New York.

His twin sister died at birth.

His parents were very rich.

Elvis had a lot of music lessons.

Elvis never sang at church services.

In 1948, when he was thirty, his family moved to Memphis.

He left school in 1943.

He got a job as an English teacher.

12. Paragraph 3. Ask prelistening questions: *What was the name of his first record? Who became his manager? What did he buy for his mother? When did he make his first movie?*

13. Play the recording or read Paragraph 3 aloud two or three times.

14. Silent reading of Paragraph 3.

15. Check answers to the questions in step 12.

16. Questions and Answers.

How many songs did Elvis record for his mother's birthday?

When did he record "That's All Right"?

How many copies were sold?

What did Parker sell to RCA Records?

What did Elvis buy for his mother?

What did Elvis record in 1956?

Where did he make his first movie?

17. Paragraph 4. Ask prelistening questions: *When did he join the army? Where did he spend two years? When did he get married? When did he leave the army?*

18. Play the recording or read Paragraph 4 aloud two or three times.

19. Silent reading of Paragraph 4.

20. Check answers to the questions in step 17.

21. Retelling with cues.

in March 1958 Elvis/army

when/hair/cut/women cried

he/next two years/Germany

where he/Priscilla Beaulieu

who/wife/after/1967

in 1960 he/army and/Hollywood

where he/movies/next few years

most critics/movies/waste/talent

22. Paragraph 5. Ask prelistening questions: *What had happened by 1968? How much was he paid in Las Vegas? When was he divorced? How did he die?*

23. Play the recording or read Paragraph 5 aloud two or three times.

24. Silent reading of Paragraph 5.

25. Check answers to the questions in step 22.

26. Questions and Answers.

What was his new album called?

Did he become popular again? Where did he go?

When did his wife leave him?

What happened the following year?

Why did he die?

What happened to his money?

27. Paragraph 6. Ask prelistening question: *What happened in 1993?*

28. Play the recording or read Paragraph 6 aloud two or three times.

29. Silent reading of Paragraph 6.

30. Check answers to the question in step 27.

31. Questions and Answers.

What has happened since his death?

What are the rumors about?

Which picture did people vote for?

See **Suggestions for further activities** on page 98.

Target structures

If (I) | *had enough money,* | *I'd (buy it).*
 | *I were rich,* |

What would you do if you | *were rich?*
 | *had enough money?*

Vocabulary

<i>beginning</i>	<i>knowledge</i>	<i>bilingual</i>
<i>camper</i>	<i>mechanics</i>	<i>current (adj)</i>
<i>chemical engineer</i>	<i>offshore oil</i>	<i>overland</i>
<i>engineering</i>	<i>opportunity</i>	<i>subarctic</i>
<i>expedition</i>	<i>original owner</i>	
<i>expenses</i>		<i>definitely</i>

1. Briefly review the previous lesson.

2. Part 1—Ford Mustang. Focus attention on the ad. Silent Reading. Check vocabulary.

3. Andy. Play the recording or read aloud. Selective repetition.

4. Practice:

T: I

T: *If I like it, I'll buy it.*

T: he

T: *If he likes it, he'll buy it.*

T: I

C: *If I like it, I'll buy it.*

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

5. Ask students the questions below the text. Then students ask and answer in closed pairs.

6. Barbara. Play the recording or read aloud. Selective repetition.

7. Practice:

T: I

T: *If I had enough money, I'd buy it.*

T: he

T: *If he had enough money, he'd buy it.*

T: I

C: *If I had enough money, I'd buy it.*

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

8. Ask students the questions below the text. Then students ask and answer in closed pairs.

9. Part 2—Wanted: Chemical Engineer. Focus attention on the ad. Silent Reading. Check vocabulary.

10. Chris. Play the recording or read aloud. Selective repetition.

11. Ask students the questions below the text. Then students ask and answer in closed pairs.

12. Dave. Play the recording or read aloud. Selective repetition.

13. Ask students the questions below the text. Then students ask and answer in closed pairs.

14. Part 3—Personal. Focus attention on the ad. Silent Reading. Check vocabulary.

15. Floyd. Play the recording or read aloud. Selective repetition.

16. Ask students the questions below the text. Then students ask and answer in closed pairs.

17. Tom. Play the recording or read aloud. Selective repetition.

18. Ask students the questions below the text. Then students ask and answer in closed pairs.

19. Part 4—Wanted: Bilingual secretary. Focus attention on the ad. Silent Reading. Check vocabulary.

20. Jessica. Play the recording or read aloud. Selective repetition.

21. Ask students the questions below the text. Then students ask and answer in closed pairs.

22. Helen. Play the recording or read aloud. Selective repetition.

23. Ask students the questions below the text. Then students ask and answer in closed pairs.

24. Part 5—Wanted: Beginning computer programmer. Focus attention on the ad. Silent Reading. Check vocabulary.

25. Darlene. Play the recording or read aloud. Selective repetition.

26. Ask students the questions below the text. Then students ask and answer in closed pairs.

27. Jack. Play the recording or read aloud. Selective repetition.

28. Practice:

T: I

T: *If I were younger, I'd apply.*

T: he

T: *If he were younger, he'd apply.*

T: I

C: *If I were younger, I'd apply.*

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

29. Ask students the questions below the text. Then students ask and answer in closed pairs.

30. Focus attention on the summary chart. Silent Reading.

Suggestions for further activities

1. Pair Work. Students work in pairs and comment on each of the ads in the Student Book, saying why they will/won't/would/wouldn't be able to reply to them.

2. Each student composes three ads: one for a car, one for another object, and one for a job. Students work in pairs commenting on them as in activity 1.

3. Each student lists ten things he/she would buy or do if he/she were rich. Students question each other in pairs about their lists. The teacher collects the lists, reads sample statements, and students guess who the author is.

Andy

I have \$6,000. I'm going to look at the car. If I like it, I'll buy it.

How much is the car?

Does he have enough money?

Is he going to look at the car?

Will he buy it?

What will he do if he likes it?

FOR SALE: Ford Mustang. Original owner. Very good condition. \$6,000. Call 201-684-6073 after 5.

Chris

I've worked for an oil company for ten years. I have a B.S. in engineering. I have the qualifications. I'm going to apply for the job. If they offer me the job, I'll definitely take it.

Does he have experience?

Does he have a B.S.?

Is he going to apply for the job?

What will he do if they offer him the job?

WANTED: Chemical Engineer. Important off-shore oil company. Qualifications: Bachelor of Science and five years' experience in similar work. Send resume to Box 305, New Orleans, LA 70113.

Floyd

I'm a mechanic, and I know a lot about cars. I have a current driver's license and enough money. If they ask me, I'll go with them.

What's his job?

How much does he know about cars?

Does he have a current driver's license?

Does he have enough money?

What'll he do if they ask him to go with them?

Personal: Two members needed for overland sub-arctic expedition from Burlington, Vermont, to Nome, Alaska, by Winnebago Camper. Applicants must have current driver's license, knowledge of mechanics, and minimum \$4,000 for expenses. Write Dick York, Box 96A, Winooski, VT 05679.

Jessica

I am a native speaker of English. I can read and write Spanish. I'll apply for the job. If I get it, I'll have to move to New Jersey.

What languages can she read and write?

What languages does she need?

Will she apply?

What'll she have to do if she gets the job?

WANTED: Bilingual secretary for office in New Jersey. The applicant must be a native speaker of English and must be able to read and write Spanish. Send resume to Texxo Corp. Personnel Department, Princeton, NJ 08540.

Darlene

I'm 19 and I'm interested in the job. I'll get more information if I call. If the salary's good, I'll apply.

How old is she?

Is she too old?

What'll happen if she calls?

Will she apply?

WANTED: Beginning computer programmer. Opportunity to learn and work. Applicants must be over 18. For more information call (212) 417-0204 from 9 to 5 weekdays.

Barbara

That's a nice car, but I don't have enough money. If I had enough money, I'd buy it!

Does she like the car?

Does she have enough money?

Will she buy the car? Why not?

What would she do if she had enough money?

Dave

I like that job, but I can't apply for it. I don't have the qualifications. If I had the qualifications, I'd apply for it.

Does he like the job?

Can he apply?

Why not?

What would he do if he had the qualifications?

Tom

I have \$4,000 and a current driver's license. But I know very little about cars. If I knew something about cars, I'd go with them.

Does he have a driver's license?

What about money?

How much does he know about cars?

What would he do if he knew enough about cars?

Helen

I am a native speaker of English, but I can't read or write Spanish. If I could read and write Spanish, I would apply for the job.

Can she read and write Spanish?

Does she need Spanish?

Can she apply? Why not?

What would she do if she could read and write Spanish?

Jack

I'm interested in the job, but I'm too young. I'm only 17. If I were older, I'd apply.

Is he over 18 or under 18?

Is he going to apply?

Why not?

What would he do if he were older?

If	I	had enough money,	I	'd	buy that car.
	you	were rich,	you	would	travel.
	we		we		
	they		they		
	she		she		
	he		he		

Bob: Are you hungry?

Liz: Yeah. I didn't have much for breakfast.

Bob: Do you feel like a hamburger?

Liz: OK, I'll have a Big Greg—but no fries for me.

Bob: Anything to drink?

Liz: You've been here before.

What are the shakes like?

Bob: Not bad. I'm getting one.

Liz: OK, I'll have a strawberry shake.

Bob: Anything else?

Liz: No, that's all.

Listening 1

Listen to Bob and the counterperson. Circle the items that they ordered on the menu.



MacGREGORS

GREG BURGER 2 oz burger	\$1.95	FRIES regular large	\$0.95 \$1.50
BIG GREG 2 x 2 oz burgers	\$2.90	COLA regular large	\$1.25 \$1.75
QUARTER POUNDER 1 x 4 oz burger	\$3.15	SHAKES chocolate, strawberry	\$2.50
CHEESE GREG 2 oz burger + cheese	\$2.45	COFFEE	\$1.25
BEAN BURGER vegetarian burger	\$3.00	Our burgers are made from 100% American beef. All our packaging is recyclable.	

Erin: What are you having?

Tina: I don't know. I can't decide.

Erin: I'd have the special if I were you. I had it last time I was here. It was great.

Tina: No, it's got ham on it. I don't like ham. I'll just have the plain pizza.

Erin: A regular or a large?

Tina: Mmmm...a large, I think.

Erin: Are you very hungry?

Tina: No, not very.

Erin: Then I wouldn't have a large one if I were you.

They're enormous.

Tina: What about an appetizer?

Erin: OK. Let's have another look at the menu...

Listening 2

Listen to Tina and the waiter. Circle the items that they ordered on the menu.



PIZZA PALACE

PLAIN mozzarella cheese, tomato, onion	\$5.95 regular	\$7.95 large
HAWAIIAN mozzarella cheese, tomato, onion, ham, pineapple	\$6.95 regular	\$9.95 large
MARINA mozzarella cheese, tomato, onion, tuna, anchovies, shrimp	\$7.95 regular	\$10.95 large
PIZZA PALACE SPECIAL mozzarella cheese, tomato, onion, ham, mushroom, peppers	\$7.95 regular	\$10.95 large
APPETIZERS		
Minestrone soup	\$3.50	House salad \$2.50
DESSERTS		
Ice cream	\$2.95	Chocolate mousse \$3.50

Listening 3

Listen to Dan and the counterperson. Circle the items that they ordered on the menu.



NEW YORK DELICATESSEN

SANDWICHES
All available on white, whole wheat, or rye bread, or roll

CLUB	\$7.95
turkey, ham, Swiss cheese, tomato, and lettuce	
TUNA	\$5.95
tuna, mayo, tomato	
PASTRAMI	\$6.75
pastrami, onion, mustard	
VEGETARIAN	\$5.95
tomato, avocado, lettuce, low-calorie dressing	
Doughnuts, pastries \$1.95-\$3.95	
Coffee, hot tea, hot chocolate \$0.95	
Sodas \$0.95	

Dan: What time is it, Roy?

Roy: Twenty after one.

Dan: We don't have much time. Where do you want to eat?

Pizza Palace? MacGregors?

Roy: A pizza would be OK if we had more time, but we don't. And I don't really feel like a burger....

Dan: Why don't we just grab a sandwich?

Roy: OK. There's a deli just around the corner.

Dan: Fine. Let's try it.

Expressions

Anything else?
Anything to drink?
Do you feel like (a hamburger)?
...if I were you.
Is that everything?
Let's try it.
That's all.
What can I get for you?
Why don't we just...

Vocabulary

appetizer	shake	extra
counterperson	strawberry	iced (water)
deli	tuna	large
fries	white bread	regular
ham	whole wheat bread	vegetarian
hamburger		
house salad	grab	oz (ounce)
order		16 ounces = 1 lb (pound)
pizza	enormous	1 pound = 0.454 kg
rye bread		

- Briefly review the previous lesson.
- Focus attention on MacGregor's menu. Set up the situation. Silent Reading. Check vocabulary.
- Conversation 1 (Bob and Liz). Have students cover the text. Play the recording.
- Selective repetition of Conversation 1.
- Silent reading of Conversation 1.
- Pair Work on Conversation 1.
- Listening 1. Explain the task. Play the recording. Students compare answers in pairs. Play the recording again, then go over the answers with the class.
- Role play. Refer to MacGregor's menu. Students role play a counterperson and a customer in MacGregor's. If necessary, allow students to read the transcript of the listening before attempting the role play.
- Focus attention on the Pizza Palace menu. Set up the situation. Silent Reading. Check vocabulary.
- Conversation 2 (Erin and Tina). Have students cover the text. Play the recording.
- Selective repetition of Conversation 2.
- Practice:
T: *the special*
T: *I'd have the special if I were you.*
T: *the regular*
T: *I'd have the regular if I were you.*
T: *the special*
C: *I'd have the special if I were you.*

Continue: *the regular/the large/the Marina/the soup/the house salad*

- Practice:
T: *a large one*
T: *If I were you I wouldn't have a large one.*
T: *a regular one*
T: *If I were you I wouldn't have a regular one.*
T: *a large one*
C: *If I were you I wouldn't have a large one.*

Continue: *a regular one/a salad/a coffee/an ice cream/a chocolate mousse*

- Silent reading of Conversation 2.
- Pair Work on Conversation 2.
- Listening 2. Explain the task. Play the recording. Students compare answers in pairs. Play the recording again, then go over the answers with the class.
- Role play. Refer to the Pizza Palace menu. Students role play a waiter/waitress and a customer in Pizza Palace. If necessary, allow students to read the transcript of the listening before attempting the role play.
- Focus attention on the delicatessen menu. Set up the situation. Silent Reading. Check vocabulary.
- Conversation 3 (Dan and Roy). Have students cover the text. Play the recording.
- Selective repetition of Conversation 3.
- Practice:
T: *a sandwich*
T: *Why don't we just grab a sandwich?*
T: *a pizza*
T: *Why don't we just grab a pizza?*
T: *a sandwich*
C: *Why don't we just grab a sandwich?*
- Continue: *a pizza/a hamburger/a doughnut and some coffee/a quick snack*
- Silent reading of Conversation 3.
- Pair Work on Conversation 3.
- Listening 3. Explain the task. Play the recording. Students compare answers in pairs. Play the recording again, then go over the answers with the class.
- Role play. Refer to the delicatessen menu. Students role play a counterperson and a customer in the delicatessen. If necessary, allow students to read the transcript of the listening before attempting the role play.
- Application (+ Ask her/him/me/each other.).
Where do you have lunch? Where do you have dinner?
Do you ever eat in restaurants? Ask How often? Ask Why?
Do you like fast-food/self-service restaurants? Ask Why/Why not?
Which is your favorite kind of restaurant? Why? What do you eat there? Is it cheap or expensive?
What's your favorite food? What's your favorite drink? Are you on a diet?
Say: *I'm trying to lose weight. Advise me.*
(to elicit: *If I were you, I would/wouldn't eat/drink...*)

See **Suggestions for further activities** on page 98.

Target structures

Extension of conditionals (if clauses)

Vocabulary

benefit (n, v)	revenue	increase
bomb	salary	reduce
coal	senior citizen	
crime	standard of living	glad
drilling leases	tank	low-income (family)
economy	tax (n)	reasonable
electric bill	violence	
governor		cheaply
heating bill	control (v)	more and more
investment	create	
opinion	encourage	which (relative)
police force		

Note: Certain regular, in-depth news programs on television are called *magazines* and use journalistic terms, such as *edition*, to describe a single program, etc.

1. Briefly review the previous lesson.
2. Introductory text. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening question: *What must they decide?* Play the recording or read aloud. Check answers.
3. Silent reading of the introductory text.
4. Questions and Answers.
What's the program called? What's it about tonight?
Where was oil discovered? Ask When?
Has more oil been found? Ask Where?
Money is being brought into Mississippi, isn't it?
Ask Where...from?
Are they going to become very rich?
Where did the interviewer go? What did she ask?
5. First interviewee. Focus attention on the top left photo. Have students cover the text. Ask prelistening question: *What would she spend more money on?* Play the recording or read aloud. Check answers.
6. Selective repetition of the first interview.
7. Practice:
T: *We don't have enough good teachers.*
T: *If the salaries were higher, we would have better teachers.*
T: *We don't have enough good police officers.*
T: *If the salaries were higher, we would have better police officers.*
T: *We don't have enough good teachers.*
S: *If the salaries were higher, we would have better teachers.*

Continue:

We don't have enough good police officers.
We don't have enough good nurses.
We don't have enough good social workers.
We don't have enough good traffic officers.

8. Silent reading of the first interview.
9. T: *What would she do if she were the Governor, and why?*
T: *Would you spend money on more schools?*
S: *Yes, I would/No, I wouldn't.*

Continue:

*Would you spend money on education/on hospitals/
on better teachers/on bigger medical schools/on health?*
Ask *Why/Why not?*

10. Second interviewee. Focus attention on the lower left photo. Have students cover the text. Ask prelistening question: *What would he do?* Play the recording or read aloud. Check answers.

11. Selective repetition of the second interview.

12. Silent reading of the second interview.

13. Application.

Would you reduce taxes? Why?
What would happen if you reduced taxes?
What would happen if people had more money?
What would happen if people spent more?
What would happen if industry had to produce more?
What would happen if industry needed more workers?
What would happen if there were more jobs?
Do you agree with this? Is the answer as simple as that?
Why/Why not?

14. Third interviewee. Focus attention on the upper right photo. Have students cover the text. Ask prelistening question: *What would she do?* Play the recording or read aloud. Check answers.

15. Selective repetition of the third interview.

16. Application.

What kind of families would she help?
What would she help them do?
Would you help low-income families? Why/Why not?
Would you help them pay their heating/electric bills?
What/What else would you help them do?
What would she encourage the farmers to do?
Would you? Why?
What would she bring into the state? Why?
What makes her happy?
What would the federal government spend the money on?
Would you? Why/Why not?

17. Fourth interviewee. Focus attention on the bottom right photo. Have students cover the text. Ask prelistening question: *What would he do?* Play the recording or read aloud. Check answers.

18. Selective repetition of the fourth interview.

19. Application. Say: *He thinks there's too much crime and violence.*
What would you do about it?
Would you increase benefits for senior citizens? Why/Why not?

20. Pair Work. Students ask each other Yes/No questions:

S1: *Would you spend money on hospitals?*
S2: *Yes, I would/No, I wouldn't.*
S2: *Would you spend money on guns?*
S1: *No, I wouldn't/Yes, I would.*

21. Pair Work (2). Students ask each other information questions:

S1: *If you were the governor of your state/prime minister/
president of your country, what would you do?*

22. Have students write down six things that they would do. Have them report back to the class.

23. A discussion could be set up, choosing three or four students with different viewpoints to form a panel. The panel would state their views and be questioned by the class.

See **Suggestions for further activities** on page 99.



On tonight's edition of *Mississippi Magazine* we'll look at offshore oil in the Gulf of Mexico. Oil was first discovered in the Gulf of Mexico in the 1930s. Since then more oil has been found off the coasts of Florida, Alabama, Mississippi, Louisiana, and Texas. More money is being brought into the state of Mississippi from offshore drilling leases. We aren't going to become very rich, but we must decide how to spend the revenue from oil. We took our TV cameras into the streets to ask people their opinion. Our question was: "If you were the governor of Mississippi, what would you do with the money?"



"Well, of course I'm not the governor, but if I were, I'd spend the money on more hospitals and schools. We need more doctors, nurses, and teachers. We don't have enough good teachers. If salaries were higher, we could keep better teachers. And there aren't enough doctors and nurses either because the medical schools are too small. If they were bigger, we would have more doctors and nurses. Money that is spent now on education and health is an investment for the future."



"I think the answer is simple. Taxes are too high in this country. I would reduce state taxes. If we reduce taxes, people would have more money. If they had more money, they'd spend more. Industry would have to produce more, so it would need more workers. There would be more jobs, and we would all be richer."



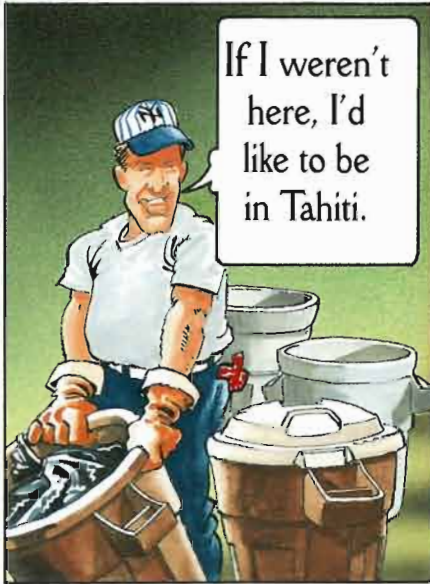
"I'm very worried about the economy. There aren't enough jobs for everyone, and people with jobs aren't making enough money. If I were governor, I'd help low-income families pay their heating and electric bills. I'd encourage farmers to produce more food, more cheaply. I'd bring more industry into the state. If we did that, everybody would benefit, wouldn't they? There's one thing that makes me happy. I'm glad the money stays in Mississippi. The federal government would spend it on more tanks and bombs."

"There's too much crime and violence nowadays. There aren't enough police officers on the streets. I'd give cities money to increase the size of their police forces, and I'd raise their salaries. If we had more police officers, we'd all feel safer. And I'd increase the benefits for senior citizens. I've worked hard all my life, and I should have a reasonable standard of living."

Exercise

If you were governor of your state/president/prime minister of your country, what would you do? Why?

Imagine that you are going to a desert island. You can take six things. What six things would you take? Why?



If you weren't here, where would you like to be? Why?



If you could be somebody else, who would you like to be? Why?



If you had a million dollars, what would you do? Why?

If I were you...

I have a headache. *If I were you, I'd*

*take an aspirin.
go for a walk.
take a nap, etc.*

I want to buy a pet. If you were me, what kind of pet would you buy? Why?

I also want to buy a radio/a car/a watch/a camera/an English book.

Give me some advice.

Now advise these people:



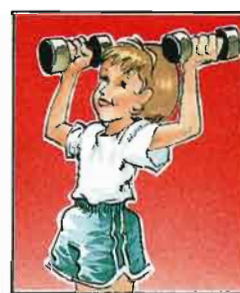
I've lost my passport.



I've been bitten by a snake.



I can't sleep at night.



I want to win an Olympic medal.



I cut myself.



I've just seen an accident.



I need some money, and the banks are closed.



I want to get a new job.



I want to be a millionaire.



I've been mugged.

Target structures

Extension of conditionals (if clauses)

Vocabulary

advice	North Pole	hijack
aspirin	picnic	imagine
baby brother	wedding	mug (v)
desert island	world	trap (v)
lecture (n)		
little sister	get out	perfect (adj)
Mars		

1. Briefly review the previous lesson.

2. Focus attention on the first text (the desert island). Read through it with the students. Check vocabulary. Say:
If I were going to a desert island, I'd take a dog, a gun, a knife, a chess set, a fishing rod, a big box of matches, and an encyclopedia. What would you take? Ask him/her.

3. Each student writes a list of six things he/she would take to a desert island.

4. Pair Work. Students ask and answer questions about each other's lists in pairs.

5. T: *What would you take?*

S: *I'd take (a gun).*

T: *Why would you take (a gun)?*

S: *If I had (a gun), I could (shoot animals for food).*

T: *But would you (have enough bullets)? And how would you (cook the animals)? etc.*

Do this extensively. Have students question each other's choices in closed pairs.

6. Focus attention on the first picture (garbage collector).

Read the speech bubble. Say:

If he weren't here, where would he like to be?

What about you? Why? Ask him/her/me/each other.

7. Look at the next picture (theater box-office attendant).

Read the speech bubble. Say:

If she could be somebody else, who would she like to be?

What about you? Why? Ask him/her/me/each other.

8. Look at the third picture (taxi driver). Read through the examples. Check vocabulary. Say:

If she had a million dollars, what would she do?

What about you? Why? Ask him/her/me/each other.

9. Focus attention on the next section ("If I were you...").

T: *I have a headache.*

S: *If I were you, I'd (take an aspirin).*

Mimic other ailments and ask advice, for example:

stomachache/earache/backache/sore throat/the flu/a cold

10. Pair Work. Have students do this in pairs.

11. Focus attention on the right-hand section of "If I were you." Read through it with the students. Say:
(Maria) wants to buy a pet. If you were her, what kind of pet would you buy? Why? Ask him/her/me.
She also wants to buy a radio, etc.

12. Pair Work. Students give advice in pairs.

S1: *(She) wants to buy a radio.*

S2: *If I were (her), I'd buy a (Sony Walkman), etc.*

13. Focus attention on the ten pictures at the bottom of the page. Read through the sentences, checking vocabulary and pronunciation.

T: *Look at the first picture. What's her problem?*

S: *She's lost her passport.*

T: *Advise her.*

S: *If I were you, I'd go to the police station.*

If I lost my passport, I'd phone my embassy.

Now go through the others in the same way, saying:

(a) *What's his/her problem?* and (b) *Advise him/her.*

14. Pair Work (as in step 12).

(continued)

(next page)

15. Focus attention on the left-hand section ("I don't know what to wear...").

T: *Advise me. I'm going to a wedding. I don't know what to wear.*

S: *If I were you I'd wear a (suit).*

If I were going to a wedding, I'd wear a (suit).

Go through the other cues in the same way.

16. Pair Work (as in step 14).

17. Focus attention on the right-hand section ("I don't know what to get...").

T: *It's my mother's birthday tomorrow and I don't know what to get. Advise me.*

S1: *If I were you I'd buy (a skirt).*

If I were your mother, I'd like (a big bunch of flowers).

Go through the other cues in the same way.

18. Pair Work (as in step 16).

19. Focus attention on the pictures (A–J). For example:

T: *Look at picture A. What's happened?*

S: *He's locked in the building.*

T: *What's his problem now?*

S: *He can't get out.*

T: *What would you do in his situation?*

S: *(If I were him), I'd call the police.*

Ask several students.

20. Pair Work on picture A.

21. Go through pictures B–J in the same way, following the same procedure as in steps 19 and 20.

Suggestions for further activities

1. Focus attention on pictures A–J in the Student Book. Ask the students to compose speech bubbles for the other people in each situation.

2. Role play. Ask students to work in pairs and extend the conversation that begins in each of the pictures A–J.

3. Discussion: Time Capsule. Have students imagine that they are preparing a time capsule that will be buried under an important new building with a notice saying "Do not open until 2500." The time capsule will be one cubic yard/meter. What would you put in it, and why?

I don't know what to wear...

I'm going to a wedding, and I don't know what to wear!
I'm going to a funeral/a club/a football game/a picnic/Honolulu/the North Pole/a lecture/the moon.
Give me some advice.

I don't know what to get...

It's my mother's birthday tomorrow, and I don't know what to get her.
It's my father's birthday next week. He'll be 47.
It's my brother's birthday next month. He'll be 16.
It's my sister's birthday on Thursday. She'll be 21.
It's my baby brother's birthday tomorrow. He'll be 3.
It's my little sister's birthday on Sunday. She'll be 10.
Give me some advice.

What would you do? What wouldn't you do?





Target structures

It	can	be done.
	cannot	
	has to	
	might	
	must	

Vocabulary

artificial reality	screen	entertain
attack	starship	interfere
crew	telescope	observe
elephant	voyage	receive
fleet	whale	trick (v)
match		
mission	beat	alone
outer space	burn (v)	parked (car)
planet	destroy	
regulations	empty	boldly

1. Briefly review the previous lesson.

2. Classroom context. Say: *Have you ever seen a space adventure in the movie theater/on TV? Did you enjoy it? What was it about? Ask him/her/each other.*

3. Comic strip. Focus attention on the first two rows of pictures. Play the recording or read aloud.
Note: There is a split infinitive in the first picture (*to boldly go*). While this is generally considered acceptable, prescriptive grammars say split infinitives should be avoided where possible.

4. Selective repetition of the first two rows.

5. Practice:

T: *they*
T: *They must be stopped.*
T: *they*
C: *They must be stopped.*

Continue:

he
she
it
you

6. Practice:

T: *We can't do anything.*
T: *Nothing can be done.*
T: *We can't see anything.*
T: *Nothing can be seen.*
T: *We can't do anything.*
C: *Nothing can be done.*

Continue:

We can't see anything.
We can't hear anything.
We can't touch anything.
We can't translate anything.

7. Silent reading of the first two rows.

8. Questions and Answers.

What's the name of the spaceship?
How long is its mission?
How is Captain Curt feeling?
What does Mr. Sudo see on the screen?
What else does Curt see on the screen?
What will happen to the planet?
How does he know?
What must be done?

9. Focus attention on the third and fourth rows of pictures on this and the next page. Play the recording or read aloud.

10. Selective repetition of the third and fourth rows.

11. Practice:

T: *you*
T: *You might be killed!*
T: *you*
C: *You might be killed!*

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

12. Practice:

T: *He cannot be beaten.*
T: *He must be beaten!*
T: *He cannot be beaten.*
C: *He must be beaten!*

Continue:

They cannot be stopped.
It cannot be done.
The Crinklons cannot be destroyed.

13. Practice:

T: *They'll kill Captain Curt.*
T: *Captain Curt will be killed.*
T: *They'll destroy the planet.*
T: *The planet will be destroyed.*
T: *They'll kill Captain Curt.*
C: *Captain Curt will be killed.*

Continue:

They'll destroy the planet
They'll kill the crew.
They'll destroy the starship.
They'll prepare an attack.

14. Silent reading of the third and fourth rows.

15. Questions and Answers.

What is being received?
What can you see on the screen?
What are the Crinklons doing?
What has to be done?
Who is going down to the planet's surface?
Who shouldn't go? Why not?
Why is Curt surprised?
Is the planet the same as it was on the screen?
What has the Crinklons done?
What will happen to Curt and his crew?

(continued)

(next page)

16. Focus attention on the final row of pictures. Play the recording or read aloud.

17. Selective repetition of the final row.

18. Practice:

T: *you*

T: *You needed to be entertained.*

T: *you*

C: *You needed to be entertained.*

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

19. Silent reading of the final row.

20. Questions and Answers.

Will Captain Curt fight the Crinklon?

What happened to the Crinklon?

Why is everyone laughing?

What is the machine that Schlock is holding?

Why did they turn on the artificial reality machine? (to elicit:

Because he needed to be entertained.)

What is artificial reality?

21. Exercises 1 and 2. Students complete the sentences, then number them in the order that they occurred in the cartoon. Go over the answers with the class.

22. Exercise 3. Read through the rubric and the sentences with the students. Check vocabulary (or tell students to use their dictionaries). Students complete the task. Go over the answers (some are a matter of personal opinion).

23. Exercise 4. Students compare their answers in pairs and discuss why they have completed the sentences in the way they have.

24. Focus attention on **Look at this.** Silent reading.

25. Application.

Do you read comic books?

Did you read them when you were younger?

Do you/Did you like them?

Do you read the comics in the newspapers?

What is your favorite comic strip?

Have you seen movies/TV programs based on comic strips/comic books?

Are there a lot of space adventures on TV?

Have you seen any? Do you like them?

What's your favorite space adventure?

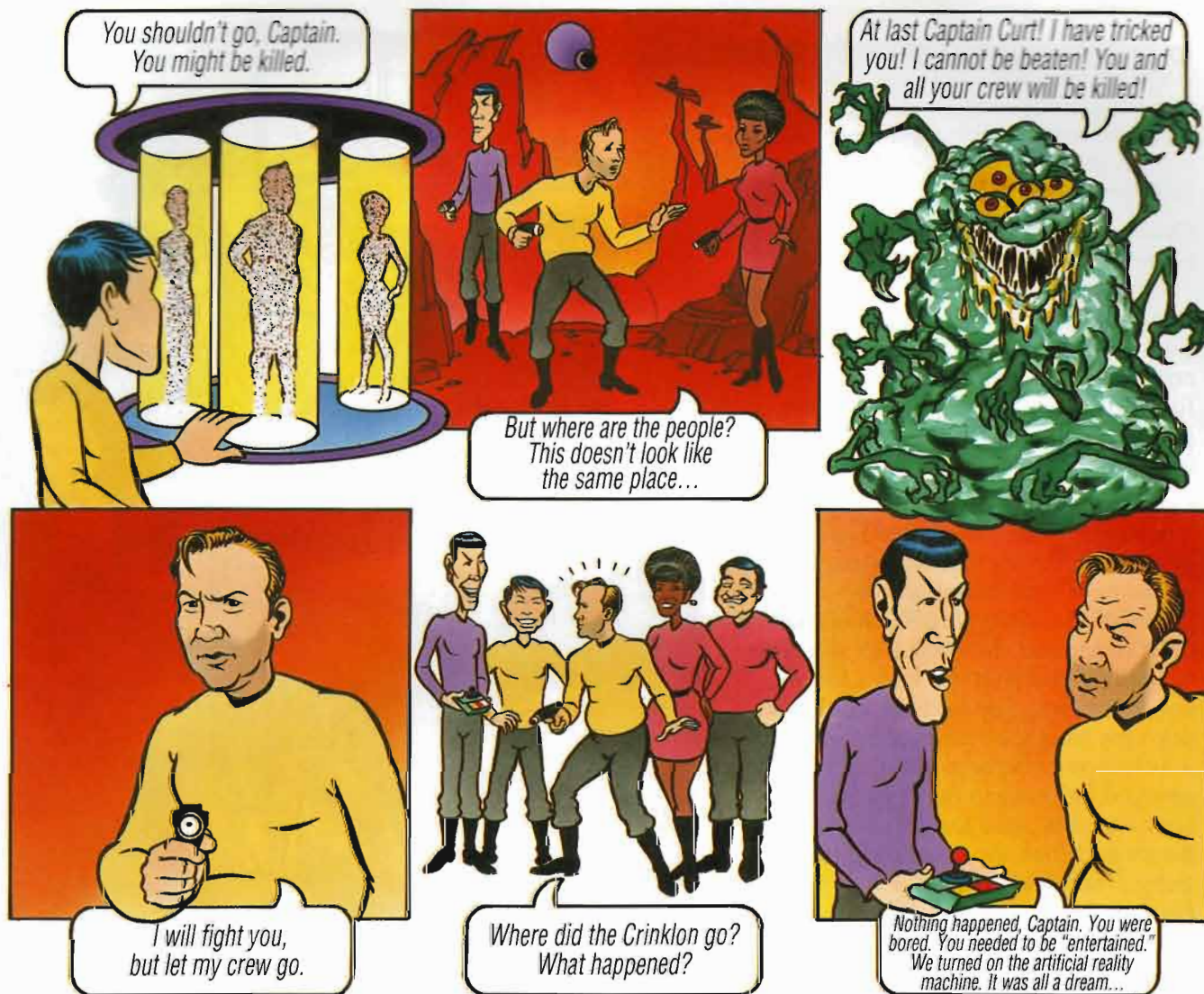
Do you think that space adventures are exciting/boring?

Are the special effects good? Do the aliens/monsters/spaceships/planets look real?

Suggestions for further activities

1. Discussion. Choose a topic such as "The Environment" or an aspect of it, e.g., the ozone layer, the rain forests. Ask students: *What can be done? What must be done?* Students make suggestions. Then ask: *What do you think will/won't be done? Why?*

2. Mock Local Election. Choose students to represent a variety of viewpoints. They should each prepare a speech, promising what must be done/can't be done/will be done/won't be done if they are elected. They make speeches, and the class then votes for a candidate.



Exercise 1

Complete these sentences from the cartoon:

- ☐ Nothing ... be done.
- ☐ You ... be killed.
- ☐ Pictures from the planet's surface are ... received now, Captain.
- ☐ The planet ... be destroyed.
- ☐ I ... be beaten.
- ☐ You ... to be entertained.
- ☐ They ... be stopped.

Exercise 2

Number the sentences in Exercise 1 from 1 to 7.

Look at this:

Someone will do it...	It will be done.
No one will do it...	It won't be done.
Someone must do it...	It must be done.
No one can do it...	It cannot be done.
Someone can do it...	It can be done.
No one could do it...	It couldn't be done.
Someone might do it...	It might be done.
Someone should do it...	It should be done.
Someone is doing it...	It is being done.
Someone was doing it...	It was being done.

Exercise 3

Complete these sentences with words from below. There might be more than one possible answer to some of them.

should/must/can/might/cannot/must not/should not

- Elephants ... be found in Africa and India.
- Pockets ... be emptied before clothes are put into a washing machine.
- Passports ... be shown when you enter the United States.
- Life in outer space ... be discovered soon.
- Personal computers ... be used when planes are taking off.
- Small children ... be left at home alone.
- The planet Venus ... be seen without a telescope.
- Whales ... be killed for food.
- Dogs ... be left in parked cars on hot days.
- You shouldn't play with matches. You ... get burned.

Exercise 4

Discuss your partner's answers to Exercise 3.

Lynn Willis is a new reporter for the *Los Angeles Daily Echo*. Last week several famous people arrived at L.A. International Airport, and Lynn was sent to interview them. Nobody told her very much.

Cristina del Castillo

Secretary General of the United Nations: "I'm very busy. I have a lot of appointments. I can't say very much. I'm happy to be in Los Angeles. I enjoyed my visit in January. I'll be here for only twelve hours. I'm going to meet the governor. I have no other comments."

Lynn's Report

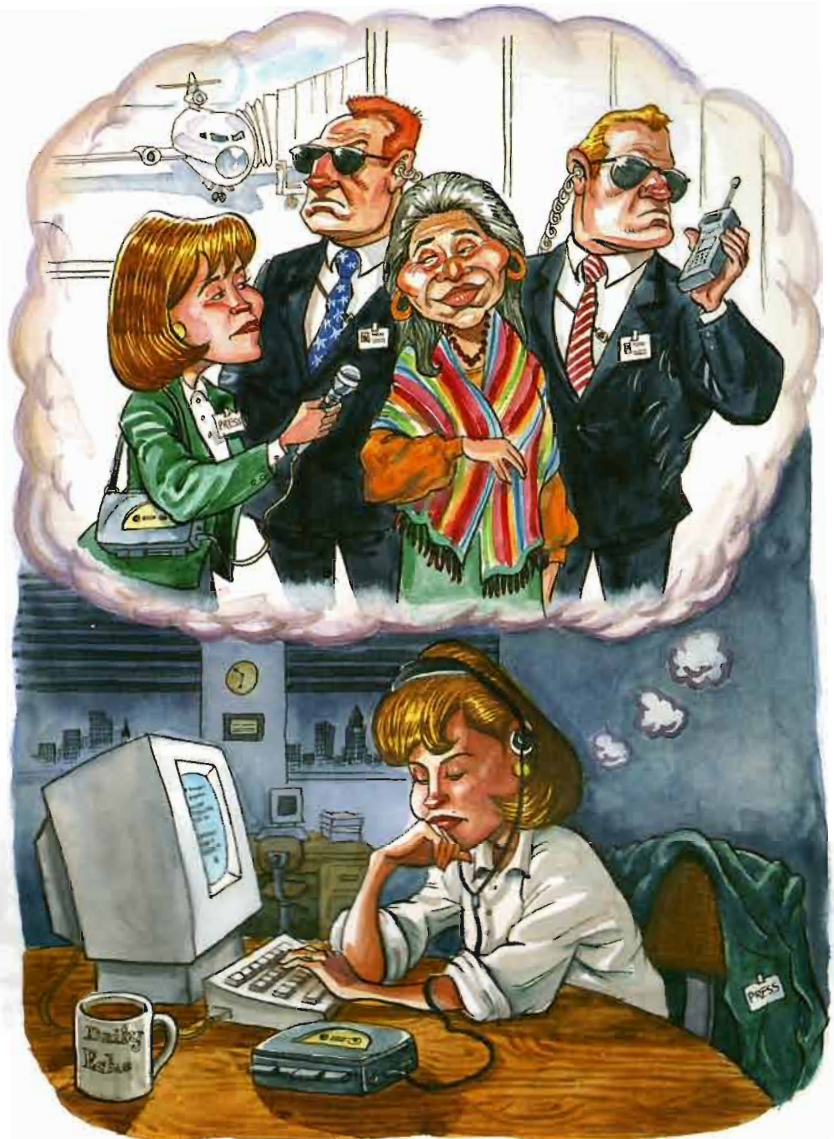
Cristina del Castillo visited California yesterday. She arrived at 10 AM, and we asked her to comment on the international situation. She just made a brief statement. She said that she was very busy and that she had a lot of appointments. She said she couldn't say very much, but she said that she was happy to be here and that she had enjoyed her visit in January. She said she would be here for only twelve hours and that she was going to meet the governor. She said she had no other comments.

Ivan Nystat

European movie director: "I like newspaper reporters, but I don't have time to say much. Just that I'm working at Global Studios in Hollywood. I haven't worked in Hollywood before. I've heard bad things about Hollywood movies in the past, but I can work with the people at Global. It's the best studio in the world, and I'm the greatest director in the world. My new movie will cost eighty million dollars."

Lynn's Report

Academy Award winner Ivan Nystat arrived in L.A. yesterday. Ivan was in a hurry. He said he liked newspaper reporters but that he didn't have time to say much. He said that he was working at Global Studios in Hollywood. Ivan said that he hadn't worked in Hollywood before and that he had heard bad things about Hollywood movies in the past. He said that he could work with the people at Global. He said that it was the best studio in the world, and that he was the greatest director. He also said that his new movie would cost eighty million dollars.



Look at this:

Maria said, "It's my car."
Ray said, "I like San Francisco."
Anna said, "I can swim."
Lee said, "I thought about you."
Sue said, "I've been to Paris."
Carlos said, "I bought it in Miami."
Yoko said, "I'll go to L.A."

She said it was her car.
He said he liked San Francisco.
She said she could swim.
He said he had thought about me.
She said she had been to Paris.
He said he had bought it in Miami.
She said she would go to L.A.

Exercise

Now write reports on these statements, which were also made to Lynn Willis at L.A. International.

Tracy Chaplin, popular singer
"I'm not staying in L.A. long."
"I'm on my way to New Orleans."
"I'm going to record another album."
"I've written ten new songs."
"I like recording in New Orleans."
"I made my last album there."
"I'll be in New Orleans for six weeks."

Reggie Walker, ex-baseball star
"I don't like reporters."
"They've written a lot of lies about me."
"They destroyed my marriage."
"I have a new career."
"I'm tired of baseball."
"I'll never play baseball again."
"I can't say any more."

Target structures

Reported speech (1)

"It's my car." She said it was her car.
 "I like California." She said she liked California.
 "I can swim." She said she could swim.
 "I have a car." She said she had a car.
 "I've been to Acapulco." She said she had been to Acapulco.
 "I bought it in Japan." She said she had bought it in Japan.
 "I'll go to New York." She said she would go to New York.

Vocabulary

Academy Award	lie (n)	be in a hurry
career	marriage	destroy
comment (n)	statement	
director	studio	brief
governor		great(est)

Suggestions for further activities

1. Each student writes a list of true sentences about themselves using five verb forms: (a) Present progressive, e.g., *I'm reading*. (b) Present simple, e.g., *I live in Osaka*. (c) Past simple, e.g., *I had fish for lunch*. (d) Present perfect, e.g., *I've just learned a new word*. (e) Future, e.g., *I'll leave work early today*. The partner has to put each of the sentences into reported speech.
2. Students role play a famous person, real or imaginary, and a reporter interviewing him/her at an airport. Each famous person makes six statements. The reporter reports the statements back to the class.
3. Competition. Divide the class into two teams. Make a statement and select a student to report it. Keep a score.

1. Briefly review the previous lesson.

2. Introductory text. Set up the situation. Play the recording or read the introduction aloud.

3. Silent reading of the introductory text.

4. Cristina del Castillo. Follow this procedure:

(a) Say: *Listen to Cristina del Castillo. She's at Los Angeles International Airport.*

(b) Listen and repeat the statement.

(c) Listen and transform. Stop the recording or pause after each sentence to ask for reported speech, for example:

Cristina del Castillo: *"I'm very busy."* T: *What does she say?*

C: *She says she's very busy.*

(d) Listen to Lynn's report. Read it or play the recording.

(e) Listen and repeat the report.

(f) Listen and transform. Stop the recording or pause after each sentence to ask for the direct quote, for example:

Lynn: *She said she was very busy.* C: *"I'm very busy."*

T: *Cristina del Castillo arrived at L.A. International Airport yesterday.*

T: *"I'm very busy," she said. What did she say?*

C: *She said she was very busy.*

Continue:

"I have a lot of appointments."

"I can't say very much."

"I'm happy to be in Los Angeles."

"I enjoyed my visit in January."

"I'll be here for only 12 hours."

"I'm going to meet the Governor."

"I have no other comments."

5. Ivan Nystat. Follow the same procedure as for Cristina del Castillo.

6. Focus attention on **Look at this**. Silent Reading. Check comprehension.

7. Exercise. Read through the statements by Tracy Chaplin and Reggie Walker with the students. Check vocabulary, then have students transform the statements into reported speech orally.

8. Have students write out the reports of Tracy Chaplin and Reggie Walker's statements in class or for homework.

Target structures

Reported speech (2): questions

She asked me *what (my name was).*
if (I was married).
 etc.

Expressions

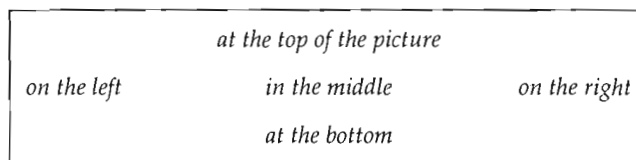
Hey (Marta)!
 read out loud
 right away

Vocabulary

examination	level	describe
future (n)	oral examination	pass
hobby	(reading) passage	read

- Briefly review the previous lesson.
- Conversation. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *What has Marta just finished? Why is Stefan asking questions? What did Ms. Nadler say at the end?* Play the recording or act out. Check answers.
- Selective repetition of the conversation.
- Silent reading of the conversation. Check vocabulary.
- Pair Work on the conversation.
- Focus attention on the examiner's checklist. Silent reading of the list of questions. Check vocabulary.
- Give cues:
 T: *What's your name?*
 T: *She asked her what her name was.*
 T: *Where do you come from?*
 T: *She asked her where she came from.*
 T: *What's your name?*
 C: *She asked her what her name was.*
 Go through the examiner's checklist in this way.
- Select a student, and bring him/her to the front of the class. Role play the examiner, and ask him/her all the questions.
- T: *What did I ask (him)?*
 S1: *You asked (him) what (his) name was.*
 T: *What did (he) say?*
 S2: *(He) said (his) name was (Yoshi).*
 Go through the checklist in this way.
- Pair Work. Students give each other the oral examination.
- Pair Work (2). Students change partners.
 S1: *What did (Maria) ask you?*
 S2: *She asked me what my name was.*
 S1: *What did you say?*
 S2: *I said my name was (John), etc.*

- Focus attention on the pictures used for number 10 on the examiner's checklist. Describe them briefly. Draw a diagram on the board to explain:



- Ask students to describe the pictures in the Student Book.
- Pair Work. Student A describes the first picture. Student B describes the second picture. Students can also ask questions about each other's pictures. (Several more pictures on flash cards could be used.)
- Focus attention on **Look at this**. Silent Reading. Check vocabulary.

Suggestions for further activities

- Pair Work. Each student writes ten questions for an oral exam in English, similar to the one in the Student Book. They then use their questions to examine their partners.
- Reporting. Students change partners and tell their new partner about the questions their previous partners asked them.
- Reading. Point out the skills needed for reading aloud (e.g., correct speed, clear speech, appropriate intonation, use of pause and emphasis, etc.). Each student selects a short passage from the Student Book to read aloud. The class can decide who has performed best.

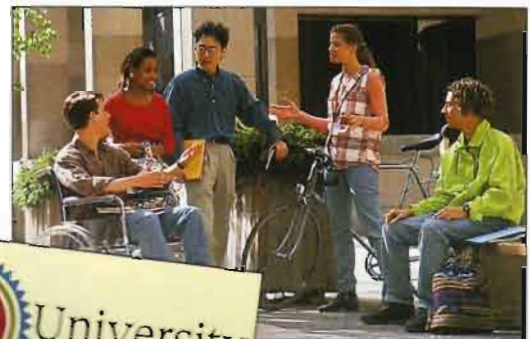
Stefan: Hey, Marta! Have you finished the exam?
 Marta: Yes, I have. Whew!
 Stefan: Was it hard?
 Marta: Well, yes. It was...pretty hard.
 Stefan: Did you pass?
 Marta: I don't know. Ms. Nadler didn't tell me.
 Stefan: What questions did she ask?
 Marta: First she asked me what my name was.
 Stefan: That was pretty easy, wasn't it?
 Marta: Yes, except I couldn't remember! Then she asked me where I came from and how long I'd been studying here at the institute.
 Stefan: And what else did she ask?
 Marta: She asked when I had begun taking English, and she asked how I would use English in the future.
 Stefan: Yes, yes, go on.
 Marta: Then she asked me if I liked the institute and if I lived with my parents.
 Stefan: Anything else?
 Marta: I'm trying to remember.
 Stefan: Oh, yes! She asked if I spoke any other languages.
 Stefan: Is that all?
 Marta: Let's see. Well, she asked me what my hobbies were, and she asked me to tell her about them. Then she gave me a picture and asked me to describe it. Then I was asked to read a passage out loud.
 Stefan: What did she say at the end?
 Marta: Oh, yes! She asked me to tell you to go in—right away.

This is the list of questions that Ms. Nadler used when she was asking the questions.

Look at this:

"Do you like Japanese food?"
 "Have you been to Mexico City?"
 "Will you go there?"
 "What's your address?"
 "How did you come to school?"
 "When can you do it?"

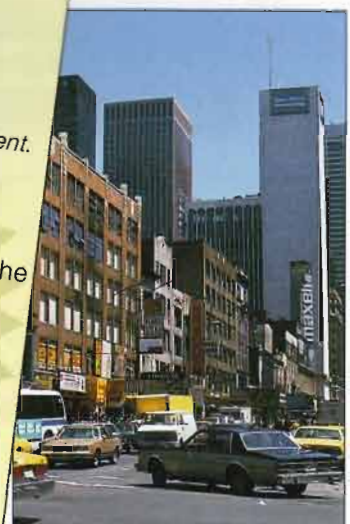
(She) asked (him) if (he) liked Japanese food.
 (He) asked (me) if (I) had been to Mexico City.
 (They) asked (us) if (we) would go there.
 (I) asked (them) what (their) address was.
 (You) asked (her) how (she) had come to school.
 (She) asked (me) when (I) could do it.



Harbridge University
 ENGLISH LANGUAGE INSTITUTE

Oral Examination: Level 1 - B: Checklist
 These questions must not be shown to the student.

- ☒ 1. What's your name?
- ☒ 2. Where are you from?
- ☒ 3. How long have you been studying at the institute?
- ☒ 4. When did you begin taking English?
- ☐ 5. How will you use English in the future?
- ☐ 6. Do you like the Institute?
- ☐ 7. Do you live with your parents?
- ☐ 8. Do you speak any other languages?
- ☐ 9. What are your hobbies? Tell me about them.
- ☐ 10. Look at this picture. Describe it.
- ☐ 11. Reading passage. Read this aloud.



Travel Agent: Hello. Can I help you?

Marion: I'm interested in your St. Cuthbert vacation package.

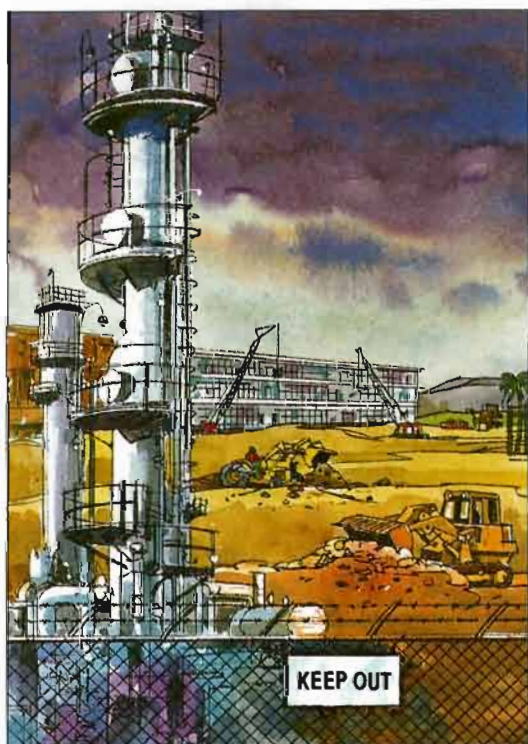
Agent: Oh, yes! The Caribbean! I can recommend it highly.

Marion: Can you tell me a little more about it?

Agent: Of course. It's a terrific package tour. You'll travel on a regularly scheduled flight. You'll be met at the airport and taken to your hotel. The hotel has a swimming pool and a great nightclub. It's a very modern resort—it was built last year. The restaurant is wonderful, and you can walk to the beach in two minutes.

Marion: It sounds great! I'd like to make a reservation.

Agent: Just a minute, and I'll get the form to fill out.



Marion made the reservation and paid a deposit. Two months later she was in St. Cuthbert. But she was disappointed. When she got home to Chicago, she went to see the travel agent.

Travel Agent: Hello again. Did you have a good trip?

Marion: No, I certainly did not have a good trip!

Agent: Oh, I'm sorry to hear that. What was wrong?

Marion: Well, when I got to St. Cuthbert, I had to spend four hours at the airport. You said we would be met, but we weren't. You also said we would be taken to the hotel. We weren't, and the taxi cost \$50!

Agent: I see. You had a very bad start. But the hotel was nice, wasn't it?

Marion: No, it was not! You said it was modern. You were so right. They hadn't finished building it! We couldn't sleep because the construction workers were working all night—on our balcony! You said it had a swimming pool, and it did. But it was empty. And the restaurant! They served canned tuna fish every night—tuna and rice, tuna salad, tuna and spaghetti....

Agent: Oh, no!

Marion: You said that the hotel was near the beach. You said we could walk there in two minutes.

Agent: Couldn't you?

Marion: Sure, but there was one problem. There was an oil refinery between the hotel and the beach, and it took half an hour to walk around it.

Agent: Oh, no! I'm really sorry. We didn't know. We really can't give you a refund, but we can give you a ten percent discount on your next vacation.

Marion: Next vacation! I'm spending my next vacation right here in Chicago!

Exercise

This is an ad for another vacation package tour. Lynn went there. None of the things the agent said were true.

You said the hotel had three restaurants, but it didn't.

You said we would love the food, but we didn't.

Write down her other complaints to the travel agent.

Come to sunny
MANDANGA

10 Good reasons to stay at the
SAFARI RESORT

1. You'll enjoy the scenery.
2. You'll love the food.
3. The weather is excellent.
4. The staff is very friendly.
5. There are tours every day.
6. You'll be met at the airport.
7. The hotel has three restaurants.
8. You can go horseback riding.
9. You can see the beach from the hotel.
10. Every room has a hot tub.

Target structures

Extension of reported speech (3)

Expressions

I can recommend it highly.
I'm really sorry (to hear that).
in fact
just a minute.
You were so right.

Vocabulary

balcony	scenery	canned
complaint	spaghetti	disappointed
flight	staff	friendly
oil refinery	start	regularly scheduled
package (tour)		superb
refund	include	
resort (n)		certainly

1. Briefly review the previous lesson.

2. Conversation 1 (up to: ...form to fill out.). Focus attention on the top picture. Have students cover the text. Set up the situation. Ask prelistening questions: *Where are they? Where does the customer want to go? How new is the resort?* Play the recording or act out. Check answers.

3. Selective repetition of Conversation 1.

4. Silent reading of Conversation 1.

5. Go back to the point where the travel agent says: *It's a terrific package tour.* Play the recording or read with pauses.

T: *Does she say it's a terrible tour?*

S: *No, she doesn't.*

T: *What does she say?*

S: *She says it's a terrific package tour.*

Continue:

Does she say she'll travel on a charter flight?

Does she say she won't be met?

Does she say she won't be taken to her hotel?

Does she say the hotel doesn't have a swimming pool?

Does she say it's a very old resort?

Does she say it was built a hundred years ago?

Does she say the restaurant's awful?

Does she say she has to take a taxi to the beach?

6. Narrative text. Play the recording or read aloud. Listen and repeat the text.

7. Silent reading of the narrative text.

8. Questions and Answers.

Did Marion pay a deposit?

She made a reservation, didn't she?

When did she go to St. Cuthbert?

Did she enjoy her vacation, or was she disappointed?

What did she do when she returned?

9. Conversation 2. Set up the situation. Focus attention on the picture. Have students cover the text. Ask prelistening questions: *Did Marion have a good time? Why/Why not? Where's Marion going on her next vacation?* Play the recording or act out. Check answers.

10. Selective repetition of Conversation 2.

11. Silent reading of Conversation 2.

12. T: *She said it was a terrific package tour. Was it?*

S: *No, it wasn't.*

Continue:

She said they'd be met at the airport. Were they?

She said they'd be taken to the hotel. Were they?

She said the hotel was very modern. Was it?

She said it had a swimming pool. Did it?

She said the restaurant was wonderful. Was it?

She said the hotel was near the beach. Was it?

She said they could walk to the beach in two minutes.

Could they?

13. Say: *Now you remember that two months ago in the office, the agent said a lot of things.*

Then either play the recording or read with pauses.

T: *"It's a terrific package tour." What did she say?*

S: *She said it was a terrific package tour.*

Continue:

"You'll be met at the airport."

"You'll be taken to your hotel."

"It has a swimming pool."

"It's a very modern resort."

"The restaurant is wonderful."

"You can walk to the beach in two minutes."

14. Exercise. Focus attention on the advertisement. Read through it with the students and check vocabulary. Go through the exercise orally. Assign it for written work in class or for homework.

15. Application (+ Ask him/her/me/each other.).

Have you ever been on a package tour?

Ask Where/When?

Was anything wrong?

Were you disappointed?

What did they say in the brochure that wasn't true?

Did you complain?

What did you say?

Suggestions for further activities

1. Pair Work. Students look back through the book and choose a dialogue to report. They work together and write out a report.

2. Role play. Students role play two conversations as a travel agent and a customer. One takes place before the vacation and the other after it. Nothing was as it was supposed to be.

Target structures

to have/get (something) done

Expressions

Be careful!

I'm sorry I'm late.

Well then,...

Vocabulary

alterations	overcoat	fill (a cavity)
antifreeze	raincoat	lengthen
blood pressure	skirt	put on
brakes	tire	test (v)
cavity	tune-up (n)	tune up (v)
glasses		
optometrist	do (alterations)	cheap, cheaper

1. Briefly review the previous lesson.

2. Conversation A-B. Focus attention on the picture. Have students cover the text. Set up the situation. Ask prelistening questions: *What's the problem? Can she fix it herself?* Play the recording or act out. Check answers.

3. Selective repetition of Conversation A-B.

4. Practice:

T: radiator/filled with antifreeze

T: Have the radiator filled with antifreeze.

T: brakes/tested

T: Have the brakes tested.

T: radiator/filled with antifreeze

C: Have the radiator filled with antifreeze.

Continue:

brakes/tested

battery/checked

oil/changed

tires/checked

5. Practice:

T: I can't tune it up myself.

T: If I were you, I'd have it tuned up.

T: I can't fix it myself.

T: If I were you, I'd have it fixed.

T: I can't tune it up myself.

C: If I were you, I'd have it tuned up.

Continue:

I can't fix it myself.

I can't check it myself.

I can't change it myself.

I can't test it myself.

6. Focus attention on Conversation A-B. 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 reverse roles and go through the conversation again.

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-D. Follow the same procedure as for Conversation A-B, but include this prelistening question: *What does she want done?* Check answers.

12. Practice:

T: This skirt's too short.

T: I'd like to have it lengthened.

T: These pants are too long.

T: I'd like to have them shortened.

T: This skirt's too short.

C: I'd like to have it lengthened.

Continue:

These pants are too long.

This jacket's too short.

This coat's too long.

This dress is too short.

13. Conversation E-F. Follow the same procedure as for Conversation A-B, but include these prelistening questions: *Who does he want to see? Why?* Check answers.

14. Practice:

T: my eyes tested

C: I'd like to have my eyes tested.

Continue: *my blood pressure taken/my cavity filled/my teeth cleaned*

15. Exercise. Read through the sentences with the students, checking vocabulary, and eliciting and checking pronunciation. Ask students to give advice in open pairs before they ask and answer in closed pairs.

Suggestions for further activities

1. Role play. Students freely role play the three situations in the Student Book, i.e., giving advice to someone whose car will not start/is always late for work, someone who wants an item of clothing altered, and someone making an appointment.

2. Pair Work. Students imagine they are going on a long car trip. They list things they should have done to the car, then discuss their lists in pairs.

3. Repeat activity 2. This time they are going to spend a year at a research station in Antarctica. (Remind them to include medical and dental checks.)

- A: I'm sorry I'm late. I couldn't get the car started this morning.
- B: Winter's almost here. The engine was probably cold.
- A: It needs a complete tune-up, but garages are so expensive nowadays.
- B: Can't you do it yourself?
- A: Who? Me? I don't know anything about cars.
- B: Well, if I were you, I'd have it done soon. The garage that I use is very reasonable. And have the radiator filled with antifreeze. They say it's going to be a cold winter.

radiator/filled with antifreeze
brakes/tested
battery/checked
oil/changed
tires/checked



- C: Hi! Do you do alterations?
- D: Yes, we do. What do you want done?
- C: I'd like to have this skirt lengthened. It's too short for me.
- D: Fine. It'll take about two weeks.
- C: And at the same time I want to have this dress shortened. It's a little too long.
- D: OK. Would you mind putting on the skirt first? You can change in there.

two weeks
three days
a week
ten days

skirt/dress
pants/jeans
jacket/coat
overcoat/raincoat



- E: Hello. Can I make an appointment to see the optometrist?
- F: Sure. Would next Friday be OK? At three o'clock?
- E: Do you have an earlier appointment?
- F: No, I'm sorry. That's the earliest.
- E: Well, that'll be OK, then. I want to have my eyes tested. I think I need new glasses. Bye.
- F: Bye. Oh, be careful. That isn't the door. It's a window.
- E: What? Oh, yes, it is a window. Do you see my problem?

optometrist/eyes tested
doctor/blood pressure taken
dentist/a cavity filled
dentist/my teeth cleaned



Exercise

A: I'm driving across the desert next week.

B: You should have your car checked./You should have your radiator checked./You should get it tuned up.

Work with a partner. Give advice in these situations:

My jacket's very dirty.

There are holes in my shoes.

My camera's broken.

My overcoat's too long.

My pants are too short.

I can't see very well.

I have a cavity.

My watch battery is dead.

I often ask people to repeat themselves. I don't hear very well.

Picture 1

Michelle went to the supermarket last Saturday. While she was shopping she met her neighbor, David. David was with his three-year-old son, Joshua.

Make a dialogue from this report of the conversation.

- David asked her how she was.
- She said that she was fine, and asked how Joshua was.
- He told her that Joshua had had a cold.
- She asked if Joshua was better.
- He said that Joshua was fine.

Picture 2

While they were talking, Joshua got bored. He began playing with some jars of coffee. He took a jar from the shelf. It was very heavy. He put the jar into Michelle's shopping bag. She didn't notice.

Make a dialogue from this report of the conversation.

- David said that they were going to meet his wife, Crystal, when she finished work.
- Michelle asked David to give Crystal her best wishes.
- David said that he would.
- David asked Joshua what he was doing.
- Joshua said that he wasn't doing anything.
- David told him not to touch the coffee jars.
- Michelle said good-bye.

Picture 3

As Michelle was leaving the supermarket, a store detective stopped her. She took the jar of coffee from Michelle's bag.

Make a dialogue from this report of the conversation.

- The detective asked her if she had paid for the coffee.
- Michelle said that she never buys coffee.
- The detective asked her why the coffee was in her bag.
- Michelle said that she hadn't known it was there.
- The detective said that she didn't believe Michelle, and asked her to come to the manager's office.

Picture 4

The manager was very angry. There had been a lot of trouble with shoplifters recently.

Make a dialogue from this report of the conversation.

- The manager said that he would call the police.
- Michelle asked him not to.
- She said she hadn't stolen the coffee.
- He said she hadn't paid for it.
- She said it wasn't hers, but offered to pay for it.
- He said that he had to call the police.

Listening

Listen to what happened next.

Mark these sentences true [✓] or false [X].

- ☐ Michelle couldn't guess what had happened.
- ☐ She thought David had put the coffee in her bag.
- ☐ The manager believed Michelle's story.
- ☐ David came into the office.
- ☐ He couldn't explain either.

What would you do if you were the manager?



Target structures

Review and reinforcement of reported speech

Expressions

Give (her) my best wishes.

Vocabulary

<i>cashier</i>	<i>shoplifter</i>	<i>come forward</i>	<i>recently</i>
<i>groceries</i>	<i>store detective</i>	<i>explain</i>	
<i>jar</i>	<i>trouble</i>	<i>offer</i>	
<i>parking lot</i>		<i>pay for</i>	
<i>shelf</i>			

1. Briefly review the previous lesson.

2. Focus attention on the first picture. Have students cover the text. Set up the situation. Play the recording or read the first text aloud.

3. Silent reading of the first text.

4. Questions and Answers.

Where did Michelle go? Ask When?

Who did she meet?

Who was David with?

5. Read through the report of the conversation with the students. Check vocabulary.

6. Students work in pairs to make a dialogue for the report. This could be written out or done orally.

7. Go over the answers with the class.

8. Second text and report. Follow the same procedure as for the first text (steps 2–7) but include these questions.

9. Questions and Answers.

When did Joshua get bored?

What did he begin to do?

What did he do next?

Was it light?

What did he do with the jar?

Did Michelle notice?

10. Third text and report. Follow the same procedure as for the first text (steps 2–7) but include these questions.

11. Questions and Answers.

Who stopped Michelle?

What was Michelle doing when the store detective stopped her?

What did the store detective do?

12. Fourth text and report. Follow the same procedure as for the first text (steps 2–7) but include these questions.

13. Questions and Answers.

Who was angry? Why?

14. Listening. Read through the sentences with the students. Check vocabulary, and elicit and check pronunciation. Explain the task. Play the recording. Students compare answers in pairs. Play the recording again, then go through the answers with the class.

15. Ask: *What would you do if you were the manager?* Have students improvise the conversation.

16. Homework. Write a brief version of the story.

Suggestions for further activities

1. Ask students to report the story in the Student Book from the woman's point of view and from the store detective's point of view.

2. Pair Work. Cut up some picture stories from a comic book or magazine and distribute them. Students work in pairs to reassemble the stories.

3. Students role play, with one student stealing something in a store and the second student, a shopper, witnessing the theft. They may decide to include a store detective, a manager, or a police officer in the role play.

Target structures

Review and reinforcement of reported speech and direct speech

Expressions

Once upon a time...

Vocabulary

basket	frighten	frightened
caliph	give (permission)	puzzled
market (n)	investigate	wise
master	shiver	
servant	turn (away)	all the way
stranger		angrily
sunset	dressed (in black)	at once
		nervously

1. Briefly review the previous lesson.

2. Text—Part 1 (up to: ...turned away.). Have students cover the text. Set up the situation. Ask prelistening questions: *Why did Abdul go to the market? Who did he see?* Play the recording or read aloud, acting out the parts of the conversation. Check answers.

3. Selective repetition of Part 1.

4. Silent reading of Part 1.

5. Retelling with cues.

once upon a time/rich caliph/Baghdad
he/famous because/wise/kind
one morning he/servant, Abdul,/market/buy/fruit
as Abdul/market,/he suddenly/cold
he knew/somebody/behind
he/around and/tall man/dressed/black
he/not see/face, only/eyes
the man/at him, and Abdul/shiver
"Who/you? What/want?" Abdul asked
the man/not reply
"What/name?" Abdul/nervously
"I/Death," the stranger/coldly and/away

6. Text—Part 2 (up to: ...go to Samarra.). Have students cover the text. Set up the situation. Ask prelistening question: *Where does Abdul plan to go?* Play the recording or read aloud, acting out the conversation. Check answers.

7. Selective repetition of Part 2.

8. Silent reading of Part 2.

9. Retelling (Complete my statement.).

Abdul dropped...
and ran all the way...
He rushed into...
Excuse me... I have to...
But why? What's...
I've just met...
Are you...?
Yes, I'm...

He was dressed... and he...
I'm going to...
If I go...
I'll be there...
The caliph could see that Abdul was... and gave...

10. Text—Part 3 (to the end). Ask prelistening questions: *What did the caliph decide to do? Why was the man surprised to see Abdul?* Play the recording or read aloud, acting out the conversation. Check answers.

11. Selective repetition of Part 3.

12. Silent reading of Part 3.

13. Questions and Answers (S1 asks the question as you direct and S2 answers).

Ask if the caliph was puzzled.

Ask who he was fond of.

Ask why he was angry.

Ask if Abdul had been badly frightened.

Ask who he had been frightened by.

Ask where he decided to go.

Ask why the caliph decided to go there.

Ask if the caliph found the man in black.

Ask how he spoke to him.

Ask what his first question was.

Ask what the stranger replied.

Ask what the caliph answered.

Ask what the stranger said then.

Ask what the caliph's last question was.

Ask what Death replied.

14. Play the complete recording or read the whole story.

15. Have the students transform all the sentences in direct speech into reported speech.

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

17. Free Retelling. Say: *Tell me the story.* Prompt with cues where necessary.

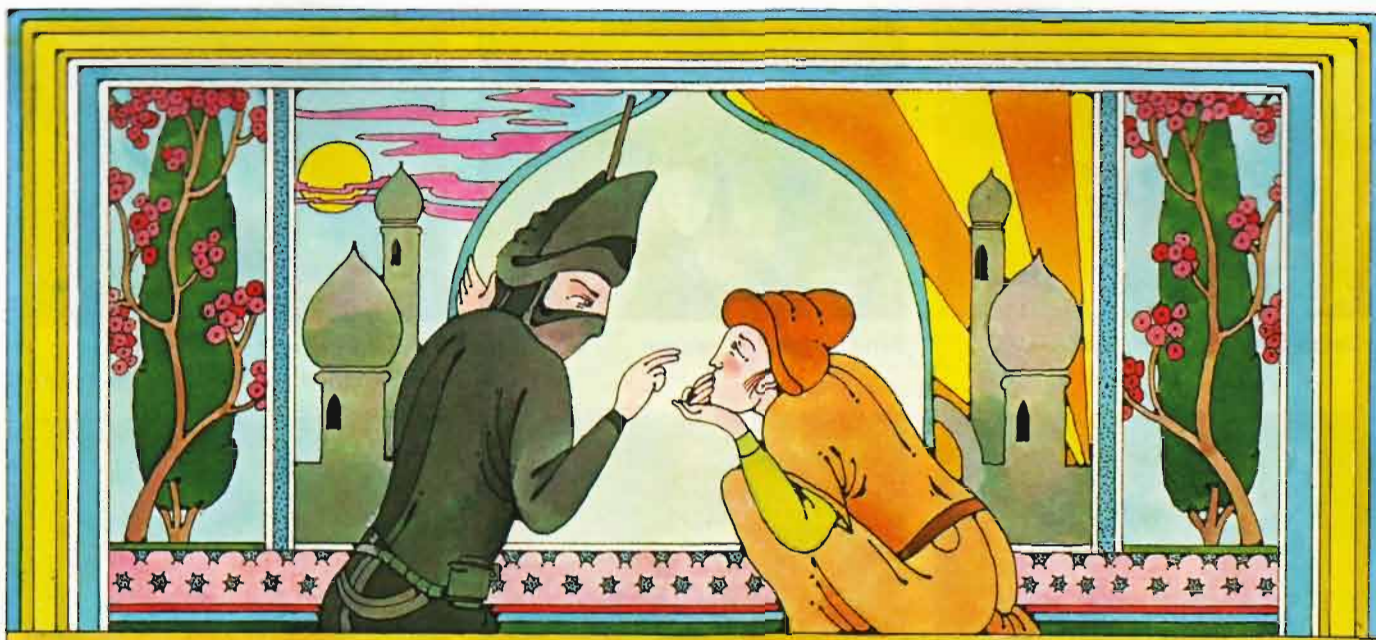
Suggestions for further activities

1. Game: Continue the Story. Discuss classic stories like Cinderella, Sleeping Beauty, Snow White, The Princess and the Pea, and The Princess and the Frog.

T: *Once upon a time...* Each student writes down the next sentence, following a "fairy tale" pattern. The teacher selects one of the sentences and writes it on the board. Everyone then writes down the next sentence, and so on, until the story is complete.

2. Ask students to recount a famous fable/folktale from their countries. Students may need some time to prepare this.

3. Discussion: Choose one of Aesop's fables, and discuss with the class what the moral of the story is. Stimulate discussion by asking questions, e.g., *What advice is the story giving to us?*



Once upon a time, there was a rich caliph in Baghdad. He was very famous because he was wise and kind. One morning he sent his servant, Abdul, to the market to buy some fruit. As Abdul was walking through the market, he suddenly felt very cold. He knew that somebody was behind him. He turned around and saw a tall man, dressed in black. He couldn't see the man's face, only his eyes. The man was staring at him, and Abdul began to shiver. "Who are you? What do you want?" Abdul asked. The man in black didn't reply. "What's your name?" Abdul asked nervously. "I...am...Death," the stranger replied coldly and turned away.

Abdul dropped his basket and ran all the way back to the caliph's house. He rushed into the caliph's room.

"Excuse me, master. I have to leave Baghdad immediately," Abdul said.

"But why? What's happened?" the caliph asked.

"I just met Death in the market," Abdul replied.

"Are you sure?" asked the caliph.

"Yes, I'm sure. He was dressed in black, and he stared at me. I'm going to my father's house in Samarra. If I go at once, I'll be there before sunset."

The caliph could see that Abdul was terrified and gave him permission to go to Samarra.

The caliph was puzzled. He was fond of Abdul, and he was angry because Abdul had been badly frightened by the stranger in the market. He decided to go to the market and investigate. When he found the man in black, he spoke to him angrily.

"Why did you frighten my servant?"

"Who is your servant?" the stranger replied.

"His name is Abdul," answered the caliph.

"I didn't want to frighten him. I was just surprised to see him in Baghdad."

"Why were you surprised?" the caliph asked.

"I was surprised because I have an appointment with him—tonight—in Samarra!"

Exercise

"Excuse me, master. I have to leave Baghdad immediately," Abdul said.

Abdul said that he had to leave Baghdad immediately.

Now change the three conversations into reported speech.



A ☐ Sierra Lindsey, newlywed



B ☐ Arne Lingstrom, waiter



C ☐ Amanda Cheng, elementary school student



D ☐ Kyle Stockard, college student



E ☐ Barbara Connolly, bank executive



F ☐ Ahmet Hussein, tennis player

Six people were asked about their hopes and plans. Match what they said to the pictures above. Write the numbers next to the letters.

1. I want to be the President of the U.S.A., and I want to be real rich, and I want to be on TV...oh, yeah, and I want an ice cream.

2. I hope we can get an apartment of our own soon—we're living with my parents. We're saving hard and I hope we'll have enough money soon. And of course, we hope to start a family soon. I'd like to have a girl and a boy.

3. Well, I plan to be a champion. I'm very ambitious. I've been professional for six months. I'm working hard and I intend to get better and better. Also, I hope to make a lot of money. I'm 18 now. I'll have to retire when I'm 35 or 36. I hope I won't have to get a job then!

4. I just don't know what I want to do. I don't have any plans. You know, you can't plan too far ahead. Something will happen, I guess. You know what they say, tomorrow is the first day of the rest of your life. A big house and a fancy car just don't matter to me.

5. Plans? Yes, I have made very careful plans. I retire next year. I'm going to sell my apartment in Manhattan, and I'm going to live in Florida. I love golf, and I hope I'll play every day. I'm looking forward to it.

6. I'm only working here temporarily. I want to work in the movies. I work out every day, and I'm very fit. I'm in better shape than Schwarzenegger or Stallone. If I get the chance, I'll be a movie star. That's my ambition, and I'm going to do it.

Look at this:

What	are you going	to do?
	are you planning	
	would you like	
	do you want	
	do you intend	
	do you hope	

Talk about your future

Work with a partner and discuss your plans and hopes.

Ask each other these questions:

Do you like what you're doing now?

Do you want to do something different?

What would you like to do?

Would you like to live somewhere else?

Have you made any plans?

Do you intend to continue studying English?

Will you use your English in the future?

What do you hope to do in the future?

What is your greatest ambition?

Target structures

Verb patterns

I	want to hope to 'd like to intend to plan to	be a movie star.
---	--	------------------

I hope (I) can (save enough money).
will (play every day).

Review and reinforcement

Expressions

in good shape

Vocabulary

ambition	plan (n, v)	fancy
champion		fit (adj)
executive	save	
hope (n, v)	work out	real (adv)
newlywed		temporarily

1. Briefly review the previous lesson.

2. Focus attention on the six photos. Elicit and check pronunciation of the captions.

3. Pair Work. Students read the six texts and work in pairs to match them to the photos. Allow them to use their dictionaries to check the meaning of new words, but stress that they do not have to understand every word to complete the task.

4. Go over the answers with the class (1C, 2A, 3F, 4D, 5E, 6B).

5. Practice:

T: plan
T: What do you plan to do?
T: hope
T: What do you hope to do?
T: plan
C: What do you plan to do?

Continue:

hope
want
intend
would like

6. Practice:

T: plan
T: I plan to be a movie star.
T: hope
T: I hope to be a movie star.
T: plan
C: I plan to be a movie star.

Continue:

hope
want
intend
would like

7. Questions and Answers.

Who wants to be on TV? (Amanda Cheng)
Who hopes to start a family soon? (Sierra Lindsey)
Who's going to live in Florida? (Barbara Connolly)
Who wants to work in the movies? (Arne Lingstrom)
Who plans to be a champion? (Ahmet Hussein)
Who doesn't have any plans? (Kyle Stockard)

8. Pair Work. Students ask and answer about the six characters as in step 7.

9. Questions and Answers.

What does Amanda Cheng want to do?
Does she want to be rich? Ask How rich?
What else does she want?

Note: Real as an adverb is colloquial.

What does Sierra Lindsey hope they can get?
Where's she living?
What does she hope she'll have?

How long has Ahmet Hussein been a professional?
What does he intend to do?
What does he hope to do?
What does he hope he won't have to do?

What does Kyle Stockard want to do?
Do big houses and fancy cars matter to him?

What's Barbara Connolly going to sell?
Where's she going to live?
What does she hope she'll do?
Is she looking forward to it?

Where does Arne Lingstrom want to work?
What does he do every day?
What'll he do if he gets the chance?

10. Focus attention on Look at this.

11. Talk about your future. Read through the questions with the students. Check comprehension, and elicit and check pronunciation. Ask individual students the questions.

12. Pair Work. Students ask and answer the questions. Go around, giving help where necessary, and encouraging students to think up more questions.

Suggestions for further activities

1. Discussion. Ask students what they have learned from the course and what their future plans are for improving their English. Suggest pen pals, listening to the Voice of America and BBC World Service, watching American and British movies, reading newspapers, magazines, and supplementary readers, etc.

2. Bring in a cassette recorder with a blank cassette. Ask students to record two or three sentences each onto the cassette for you to keep as a memento. You could play back sections of the cassette for students to listen to and comment on.
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.

VOCABULARY

This index contains all the words in the Student Book, and the numbers of the pages where they first occur.

- A**
a 1
a lot 1
able 16
about 5
above 54
absence 32
absolutely 42
Acapulco 25
accept 18
accessories 50
accident 4
accompany 67
account 14
accounting 2
acoustic 10
across 7
act (n) 46
action 30
actor 13
actually 7
ad 47
add 18
address (n) 1
advertising 2
advice 38
advise 28
afraid 48
Africa 30
after 39
afternoon 10
again 6
age 19
agency 53
agent 45
ago 10
agree 31
air (n) 12
air (v) 67
air conditioning 65
aircraft 8
airline 25
airplane 8
airport 13
aisle 25
Alabama 1
alarm (n) 28
alarm clock 8
Alaska 69
album 63
alibi 28
alive 39
all 1
all aboard 1
all right 4
all-star 67
alley 54
alligator 27
allowance 47
almost 17
alone 28
aloud 75
already 29
alteration 77
always 6
AM 46
am ('m) 1
ambition 80
ambitious 80
ambulance 60
American 4
amused 37
amusing 37
an 2
Anaheim 53
anchovy 70
and 1
Andes 67
angry 20
animal 12
anniversary 26
announce 39
announcement 25
annoy 37
another 1
answer (n) 73
antifreeze 77
antiseptic 9
any 2
anymore 74
anyone 6
anything 27
anywhere 8
apartment 8
appetizer 70
applicant 17
application 22
apply 22
appointment 50
approximately 28
April 66
Arabic 53
are 1
area 45
area code 2
argument 30
Arkansas 64
arm 8
armored truck 60
army 15
around 1
arrange 51
arrangement 17
arrest (v) 28
arrival 5
arrive 5
article 40
artificial reality 73
artificial respiration 60
as 17
as soon as 2
as well as 27
ask 1
asleep 8
aspirin 72
assassinate 64
assignment 55
assist 2
assistance 2
assistant 35
association 57
astonish 54
astronaut 12
at 2
at home 8
Atlanta 44
Atlantic Ocean 1
attack (n) 73
attendant 27
auditorium 46
aunt 63
Australia 4
auto 22
automatic 26
available 47
average (n) 4
avocado 70
award (n) 39
away 13
awful 13
- B**
B.S. (Bachelor of Science) 69
baby (adj) 72
baby (n) 56
Bachelor of Science 69
bachelor's degree 22
back (adv) 8
back (n) 17
back in (v) 61
backache 9
background 45
backyard 29
bad 6
bag 8
baggage claim area 8
Baghdad 79
balcony 76
bald 54
ball 20
ballad 67
ballet 46
Baltimore 66
banana 64
band (n) 59
Band-Aid 26
bank 1
bank clerk 7
bank manager 61
bank robbery 28
bar (n) 4
Barbados 1
barbecue 29
bargain (n) 65
bark 39
baseball 21
basement 50
basket 79
bass 11
bathtub 1
battery 58
battle 57
Bay Area 46
be 5
be careful 77
beach 11
bean 70
beard 43
beat (v) 73
because 12
bed 1
bedroom 62
beef 64
been 1
before 4
begin 4
behave 20
behind 20
believe 8
belong 53
belong to 62
below 3
benefit (n) 71
benefit (v) 71
Berkeley 46
beside 62
best 3
best friend 41
better 3
between 53
Big Sur 46
big 7
bilingual 22
bill (n) 9
bill (v) 59
billion 30
billionaire 39
bird 13
birth 1
birthday 34
birthday party 29
bite (v) 27
black 28
black-and-white 8
bleed 26
block (n) 65
blood 56
blood pressure 77
blow (v) 23
blue 12
blues 55
boarding card 1
boardinghouse 43
boarding pass 25
boat 7
Bogota 17
boldly 73
bomb 71
boo 21
book 7
bookstore 5
border 36
border town 36
bored 37
boring 6
born 1
borrow 44
boss 14
Boston 43
both 3
bottle 9
boulevard 59
box 9
boy 33
boyfriend 35
bracelet 63
brakes 77
branch (n) 28
brand-new 11
bravery 39
Brazil 22
bread 11
bread roll 66
break (v) 8
break down 58
breakfast 43
breaststroke 4
breathe 12
brick (n) 65
bridge 39
Bridgeport 22
briefcase 54
bright 52
brilliant 67
Brisbane 7
Britain 24
British 64
broken 77
brother-in-law 63
brown 61
brownstone 65
brush (v) 55
Buckingham Palace 24
buddy 58
Buffalo 2
build 65
building 15
burger 70
Burlington 69
burn (v) 39
bus 8
business 8
business administration 22
business associate 59
business letter 59
bus stop 58
busy 34
but 1
button 56
buy 10
buzzer 56
by 4
bye 21
by the way 1
- C**
C.E.O. (chief executive officer) 59
cabaret 37
cabin 1
Cadillac 28
Cairo 19
calculator 25
California 7
caliph 79
call (n, v) 2
call waiting 2
calmly 23
camera 64
cameraman 21
camper 69
can (n) 9
can (v) 2
can't 20
Canada 1
canal 19
candidate 47
candy 29
canned (adj) 11
Cape Cod 62
capital city 64
capsule 9

captain 1	chef 49	comedy 37	counter 13	deep 12	dishes 6
capture (v) 66	chemical	comment (n) 37	counterperson	definitely 69	dishwasher 33
car 10	engineer 69	commercial 15	70	degree 22	dislike 20
car key 25	Chicago 5	communicate 57	country 15	deli 70	district 28
Caracas 25	chief 59	communications	course (n) 17	delicatessen 70	dive (v) 60
carat 63	children 3	15	court (n) 42	dentist 14	division 17
card 1	China 4	company 21	court case 42	Denver 61	divorce (v) 68
care (n) 21	china 50	compass 7	cousin 63	department 2	do 1
career 74	Chinese 27	competition 4	crash (n) 8	departure 25	doctor 8
careful 12	chocolate 8	competitor 4	crash (v) 4	depend 48	documentary 67
careless 20	chocolate	complaint 59	credit card 59	deposit 76	dog 11
cargo ship 53	mousse 70	complete (v) 16	crew 1	depth 19	do-it-yourself 63
Caribbean Sea 1	chorus 10	completely 65	crime 71	descend 12	dollar 9
carry 13	Christmas 63	complex (n) 4	critic 68	describe 1	Dominican
cartoon 73	church 27	compose 67	cross (v) 45	desert (n) 77	Republic 1
case 25	church service 68	computer 2	crosswalk 58	desert island 72	door 8
cash (n) 18	cigar 11	computer game	crowd 21	design (n) 67	doorbell 43
cash (v) 18	Cincinnati 5	22	crowded 31	design (v) 67	doorway 54
cassette 53	circle (v) 70	computer	crude 53	desk clerk 8	double (v) 64
cassette player	city 2	programmer 6	cruise 1	dessert 70	doughnut 70
26	class 5	concert 31	cruise ship 1	destination 13	down 12
cat 11	classifieds 69	concert hall 46	cry (n) 39	destroy 73	downstairs 43
catch 6	clean (adj) 3	Concorde 27	cry (v) 26	detective 28	downtown 16
cavity 77	clean (v) 10	condition 65	Cuba 4	detector 25	dozen 53
CD 29	clear (adj) 43	condor 67	cup (n) 43	detergent 3	drama 39
CD player 64	clerk (n) 22	conduct 16	Curaçao 1	Detroit 57	dream (n) 8
ceiling 13	Cleveland 5	confirm 59	currency 18	devil 27	dream (v) 8
cent 53	cliff 51	congratulations	current 69	dial (v) 2	dress (n) 29
center (n) 4	climb 8	26	customer 28	dialogue 78	dressing (n) 70
Centigrade 19	clock (n) 64	Connecticut 22	customer	diamond 45	dressing table 1
centimeter 19	close-up 21	connect 2	service 2	dictate 23	drift 53
Central America	closed 8	conscious 51	customs 45	dictionary 31	drill (v) 71
22	closet 1	construction 65	customs officer	die 47	drink (n) 1
central air	closing time 28	construction	36	diet (n) 38	drink (v) 13
conditioning	clothes 3	worker 76	cut (v) 26	diet soda 9	drive (n) 65
65	cloud 12	contain 53		difference 3	drive (v) 6
central heating	cloudy 48	container 25	D	different 13	driver's license
65	club (n) 72	contents 25	dad 34	difficult 27	18
certain 33	Coast Guard 51	contest (n) 33	daddy 43	dime 3	drop (n) 9
certainly 4	coastal 48	contestant 33	daily 46	dining room 29	drop (v) 49
Cessna 45	coat (n) 29	continue 53	Dallas 44	dinner 6	drugstore 9
chain (n) 63	code 2	contract 68	damage (n) 66	dinner theater	drummer 32
chair 1	coffee 3	control unit 12	damage (v) 53	46	drums 67
champagne 36	coffee shop 5	controls (n) 12	dance (v) 10	dip (n) 29	drum set 63
champion 27	coin (n) 3	convenience	dancer 46	direct (v) 67	dry 48
championship	cola 70	store 60	danger 57	directions (n) 50	due 5
20	cold (adj) 3	conversation 50	dangerous 45	director 45	dumb 26
chance (n) 48	cold (n) 78	convert 65	Darien 22	directory	during 2
change (n) 3	collapse 23	cook (n) 49	dark 48	assistance 2	dynamic 47
change (v) 11	collect 2	cook (v) 6	dash (n) 4	dirty 3	
channel (n) 7	college 17	cookie 11	date (n) 1	disabled 46	E
chart (n) 25	collide 54	cool 13	date (v) 18	disagree 31	each other 30
chase (v) 66	collision 53	copper 63	daughter 36	disappear 21	earache 9
cheap 49	Colombia 64	Cornwall 24	day 1	disappointed	early 29
check (n) 18	colonel 68	corporation 22	day off 21	(adj) 4	earrings 63
check (v) 14	color (adj) 8	correct (adj) 28	Daytona Beach	disaster 23	earthquake 23
check in 25	color (n) 18	cosmetics 50	19	discount (n) 76	east 25
checklist 75	Colorado 39	cost (n) 16	dead 43	discover 64	easy 27
cheer 21	comb (n) 25	costar 29	dear 5	discus 4	eat 8
cheese 70	come 1	Costa Rica 66	death 41	discus throw 4	eat out 70
cheese dip 29	come back 8	costume 46	December 24	discuss 73	economy 71
cheesecake 8	come on 6	could 8	deck 1	dish towel 49	Ecuador 64

edition 71	everywhere 13	federal law 58	force (v) 28	gift 63	haircut 15
editor 51	ex- 74	feed (v) 66	Ford 58	girl 33	half 19
education 15	exact 50	feel 6	forest 12	girlfriend 17	half an hour 9
educational 63	exactly 28	feet 39	forever 6	give 3	ham 70
egg 67	exam 75	Ferrari 10	forget 13	glad 32	hamburger 28
Egypt 19	examine 66	festival 67	form (n) 76	glasses 64	hand (n) 49
eight 8	excellent 53	few 8	fortunately 23	go 1	hand in hand 61
eighteen 16	except 75	field 23	forty 16	go for a walk 72	hang out (v) 29
eighty 68	exchange rate 18	fifteen-year-old	forward 59	going to 3	happen 7
either 5	exciting 21	(adj) 4	four 9	go off 61	happy 21
El Paso 2	excursion 19	Fifth Avenue 28	fourteen 68	gold 4	harbor 23
elderly 54	excuse me 10	fifty 9	fourth 50	gold rush 46	hard 10
electric 10	executive 59	fifty-eight 16	France 4	Golden Gate	hat 42
electrical 25	exhibit (n) 42	fight (n) 53	free 2	Bridge 46	hate 30
electrical wiring	exit (n) 50	fight (v) 73	freely 28	goldfish 27	have 1
65	expect 18	figure (n) 68	freestyle 4	golf (n) 80	have to 1
elementary	expedition 69	Fiji 7	freeway 11	good 15	he 4
school 65	expensive 11	fill 9	French 22	good afternoon	head (n) 28
elephant 66	experience 41	fill out 1	french fries 38	37	headache 9
elephant house	experienced	film (n) 9	fresh 11	good evening 7	headquarters 28
66	(adj) 47	film (v) 37	Friday 59	good luck 7	health 38
elevator 23	expert (n) 15	final 4	fridge 8	good-bye 21	healthy 38
eleven 28	explain 57	finally 45	fried chicken 28	goods 64	hear 1
eleven-thirty 50	export (n) 21	financial 28	friend 5	government 53	heart 40
else 65	export (v) 64	financial	friendly 27	governor 71	heart attack 68
embarrass 37	expression 50	district 28	fries 70	grab 70	heat 11
emerald 63	expressway 27	find 2	frighten 37	graduate 17	heavy 13
emergency 60	extension 2	fine 4	from 1	grammar 57	height 19
emergency	extinction 67	finish 4	front 46	grandchildren 7	helicopter 7
room 56	extra 25	fire (n) 23	frozen 39	grandfather 63	hello 1
employment 22	extract (n) 39	fire alarm 23	fruit 21	grandfather	helmet 12
empty (adj) 36	extremely 16	fire engine 60	fruit punch 29	clock 62	help 2
enclosed (adj) 59	eye 8	fire fighter 8	full 8	grandmother 55	her 1
encourage 71	F	fire hydrant 58	funeral 68	grandparents 34	here 3
end (n) 8	fabulous 26	fireplace 62	funny 37	gravy 49	hero 39
endanger 53	face (n) 21	first 1	fur 11	gray 43	herself 67
engine 8	facility 46	first-class 1	furious 61	great 29	hi 1
engineering 69	factory 60	fish (n) 7	furniture 50	Great Britain 4	hide (v) 43
England 24	Fahrenheit 19	fit (adj) 38	future (adj) 67	great-	high 16
English 10	Fairfield 22	five 6	future (n) 71	grandparents	high-heel 42
enjoy 25	fairly 53	five-thirty 58	G	34	high jump 4
enormous 70	fall (n) 47	fix (v) 58	game 4	Great Pyramid	high school 61
enough 13	fall (v) 4	flash (v) 20	garage 10	19	highway 13
enter 28	false 78	flat roof 65	gas 7	green 12	hijack 72
entertain 73	family 32	flight 8	gas pump 60	grid 53	hill 39
environment 32	famous 30	flight attendant 8	gas station 55	ground 20	him 1
environmental	fancy (adj) 80	floor 8	gasoline 39	group (n) 67	himself 30
53	fantastic 3	Florida 1	gate 25	guard (n) 28	his 4
episode 37	far 13	flowers 29	general (adj) 56	guess (v) 11	historic 57
erupt 23	fare 50	fluoride 9	general (n) 67	guest 23	history 47
eruption 23	farm (n) 64	fly (v) 8	generation 87	guitar 10	hit (n) 68
escalator 50	farmer 71	focus (n) 37	gentlemen 45	Gulf Coast 31	hit (v) 4
escape (n) 28	fast 20	fog 53	Georgia 59	Gulf of Mexico 1	hobby 75
escape (v) 66	fast food 28	folder 45	German 22	gum 9	hold 2
etc. 64	fat 54	food 7	Germany 4	gun 45	hold hands 61
Europe 36	father 10	food court 50	get 5	guy 5	hole 77
European 74	fault 30	fool (n) 32	get on 6	gym 38	Hollywood 59
evening 37	favorite 37	foot 4	get out 72	gymnasium 4	home 6
event 4	fax (n) 59	football game 72	get up 4	gymnast 4	home run 21
ever 3	fax (v) 6	footstep 43	ghost 62	gymnastics 4	homework 6
every 9	feature (v) 68	for 1	ghost story 62	H	hon 6
everybody 20	federal	for example 2	giant (adj) 53	habit 67	honey 5
everyday (adj)	government		Giant	hair 14	Honolulu 2
67	71		Redwoods 46	hair dryer 64	hope (n) 80
everything 12					hope (v) 57

horn 20	in shape 80	keyboards 67	license 58	ma'am 8	metal 25
horror 37	instant 53	Key West 19	lie (n) 74	machine 3	meter 4
horseback riding 76	institute 75	kid (n) 62	lie (v) 28	magazine 40	metropolitan 16
hospital 28	instruction 3	kid (v) 31	life 6	mail (n) 6	Mexico 22
hospital zone 58	intelligent 12	kid sister 8	lifetime 68	mail room 17	Mexico City 75
hot 3	intend 80	kidnapper 39	lift (v) 4	mainly 68	Miami 1
hot chocolate 3	interest (v) 57	kids 6	light (adj) 53	major 16	Michigan 57
hot dog stand 66	interested in 32	kill 26	light (n) 20	make 3	microwave oven 26
hotel 8	interesting 6	kilometer 19	lightning 48	mall 16	midair 52
hotel room 8	interfere 73	kind 41	like 1	man 4	middle 1
hotline 46	international 17	kiss (v) 30	limit (n) 58	manage 13	middle-aged 54
hot tub 76	interrogate 28	kit 63	limo 59	manager 11	midnight 52
hour 8	interrupt 68	kitchen 8	Lincoln 64	Mandanga 76	midtown 28
house 39	interstate 65	kitchenware 50	line 2	Manhattan 28	Midwest 48
house salad 70	interview (v) 6	knife (n) 26	linens 50	many 1	mile 7
housing 47	interviewer 7	knock (v) 50	liner copy 67	map 7	mile(s)-an-hour 58
Houston 64	in time 28	knock out (v) 39	linguistics 57	march 15	milestone 41
how 1	into 3	know 2	list (n) 41	Marin County 46	milk (n) 3
huh 52	introduce 57	knowledge 69	listen 6	marine (adj) 53	million 39
hundreds 61	invent 57	Korea 18	Lithuania 4	market (n) 79	millionaire 38
hungry 70	investigate 79	L	little 72	market (v) 57	mine 11
hurricane 41	investment 71	ladder 12	live (adj) 4	marketing 2	mineral water 9
hurry (n) 7	invite 29	ladies 50	live (v) 1	market research 37	minestrone 70
hurry up 13	Ireland 24	lake 39	living room 29	marriage 41	minimum 47
hurt (adj) 4	Irish 67	land (v) 4	load (v) 3	marry 13	Minneapolis 2
hurt (v) 51	irreplaceable 68	language 53	local 48	Martinique 1	minor (adj) 56
husband 28	is 1	laptop computer 27	location 1	Mars 72	minute 3
I	island 23	large 9	lock (v) 21	Massachusetts 22	mirror 8
I 1	it 1	Las Vegas 68	logical 57	Masters 47	miss 50
ice 1	Italy 64	last 1	London 8	master's degree 17	mission 73
ice cream 29	item 25	late 5	lone 28	match (v) 80	Mississippi 8
ID 18	itinerary 1	later 5	long (adj) 7	matches 73	Missouri 33
idea 52	itself 26	latest 48	long (adv) 5	maternity 56	mistake (n) 32
identical 3	J	Latin America 1	long-haired 59	math 32	mixture 12
identification 18	jacket 64	latrine 15	Long Island 28	matter (n) 5	modern 76
I'd like 1	jackpot 33	laugh (v) 36	long jump (n) 4	may 2	mom 5
if 2	Jamaica 1	launch (v) 64	look (v) 8	May 28	moment 2
ignore 61	January 68	laundromat 3	look for 7	maybe 48	monastery 67
illegal 45	Japan 4	lava 23	look forward to 80	mayo 70	Monday 1
Illinois 48	Japanese 53	law 28	Los Angeles 21	me 6	money 6
illustrate 67	jar (n) 78	lawyer 42	lose 38	meal 34	Monterey 7
immediately 35	javelin 4	lead guitarist 66	loss 53	mean (adj) 27	Montgomery 1
immigration 45	jeans 38	leading (adj) 3	lost 17	mean (v) 7	month 6
import (n) 21	jewelry store 63	learn 10	lot 1	measure 3	Montreal 1
import (v) 64	job 6	lease (n) 71	loud 11	meat 38	moon (n) 72
important 2	jog (v) 44	leather 11	loudly 10	mechanic 58	more 20
impossible 28	join 15	leave 6	Louisiana 71	medal 4	morning 4
in 1	joke (v) 56	lecture (n) 72	love (n) 26	medical 40	most 1
in a hurry 7	joke (n) 6	left 15	love (v) 13	medical center 39	mother 10
include 46	judge (n) 4	leg 25	low 48	medical school 71	motorboat 7
incorporated 1	judo 54	legendary 68	low-calorie 70	medicine 56	mountain 39
increase (v) 71	July 19	lemon 2	Lowell 22	meet 1	mouth 8
incredible 19	jumbo jet 27	lend 57	low-income 71	meeting 41	mouthwash 9
independent 47	jump (v) 4	lengthen 77	Lubbock 39	member 42	move (v) 16
India 73	jumper 4	less 63	luckily 4	Memphis 44	movie 30
industry 53	jury 42	lesson 16	lucky 6	men's room 50	movie director 74
information 22	just 2	let go 73	luggage 25	mention (v) 41	movie star 51
information desk 8	K	let's 3	luggage cart 13	menu 70	mozzarella 70
in front of 6	Kalamazoo 57	let's see 2	lunch 6	message 2	Mr. 3
initial 1	Kansas City 54	letter 5	lyrics 67		Mrs. 3
inquiries 2	karate 54	lettuce 70	M		Ms. 10
insert (v) 3	keep (v) 27	librarian 64	m.p.h. (miles per hour) 58		much 3
	key 25	library 7			

mug (v) 72	noise 17	only 3	park (n) 59	pin (n) 63	prison 66
mugging (n) 54	Nome 69	onto 8	park (v) 53	pineapple 70	prize 33
Muir Woods 46	none 76	open 6	parking (n) 16	pink 68	probably 45
murder (v) 64	Norfolk 24	opening (n) 47	parking space 16	Pittsburgh 5	problem 1
museum 66	normal 12	opera 46	parking ticket 58	pizza 70	produce (v) 64
mushroom (n) 70	north 25	operate 56	Parmesan 64	place (n) 7	producer 30
music 31	North America 67	operating room 56	parrot (n) 27	plain (adj) 70	production 30
music lesson 68	Northeast 48	operation 40	part (n) 57	plan (n) 46	professional 80
mustache 54	North Pole 72	operator 2	partner 41	plan (v) 24	program (n) 23
mustard 70	nose 8	opinion 37	party 1	plane 8	programmer 6
my 1	not 3	opportunity 15	pass (v) 16	planet 12	promotion 41
myself 26	not bad 70	optometrist 77	passage 75	plant (n) 12	pronunciation 31
N	nothing 12	or 1	pass by 65	plate 23	protect 67
name 1	notice (v) 20	oral exam 75	passenger 1	platinum 63	Pt. Reyes
Nantucket 43	now 2	orange juice 1	passport 18	play (n) 14	National
nap 23	nowadays 71	order (v) 70	past (adv) 58	play (v) 10	Seashore 46
nation (n) 57	number 2	orders (n) 15	pastrami 70	player 20	public 16
nationality 1	nurse (n) 30	ordinary 62	pastry 70	please 1	public relations 2
National League 34	nursing home 34	original (adj) 69	Paterson 8	plenty 49	publish 67
native (adj) 53	nuts 29	Orlando 19	patrol officer 58	PM 46	publishers 57
navigate 7	nylon 28	other 2	pause (v) 54	pocket (n) 25	Puerto Rico 1
near 23	O	others 1	pay (v) 9	poisonous 53	pull (v) 39
nearly 4	obey 15	our 3	payroll 60	police 10	purse 27
Nebraska 64	object (n) 52	ourselves 30	pea 11	police car 72	put 28
necklace 63	observe 73	out 3	peace 7	police force 71	put on 12
need 6	occasionally 16	out loud 75	peaceful 43	police officer 71	put out 60
neighbor 17	occupation 1	outer space 73	peas 11	police station 51	puzzled 79
neighborhood 21	ocean 7	outside 39	pen (n) 64	politics 32	pyramid 19
neither 21	Oceanside 11	oven 26	pencil 64	pollution 53	Q
nephew 24	Cliffs 53	over 4	penitentiary 66	pool (n) 29	qualification 69
nervous 33	o'clock 21	overcoat 77	pension 15	poor 34	quarter (money) 3
nervous breakdown 43	October 24	over here 3	people 3	pop music 7	quarter-pounder 70
nest (n) 67	of 1	overland 69	pepper 70	popular 27	Quebec 18
never 1	of course 1	overload 3	percent (%) 8	popular culture 68	question (n) 1
new 3	off 21	over there 3	perfect 11	portable 21	question (v) 60
New Bedford 43	offer (v) 66	own 8	perform 68	porter 13	questionnaire 18
New Jersey 8	office 6	owner 43	perfume 11	Portugal 64	quick 13
newlywed 80	officer 59	Oxford (England) 24	period 61	Portuguese 22	quiet 7
New Orleans 74	offshore (adj) 71	Oxford (Mississippi) 8	permission 79	position 47	quit 38
news 7	often 8	oxygen 12	personal 35	possible 53	R
newspaper 20	oh 1	P	personal computer 27	postage stamp 68	race (n) 28
New Year 29	oh, dear 39	Pacific Coast 48	personality 47	pot 49	racetrack 28
New York 8	Ohio 52	pack (n) 9	personnel 47	potato 49	racket 20
next 5	oh, no 72	package (n) 45	pet (n) 27	potato chips 29	radar 45
nice 1	oil (n) 39	package tour 76	Philadelphia 5	Poughkeepsie 72	radiator 58
nickel 3	oil refinery 76	packaging 70	phone (n) 1	practice (v) 34	radio 7
niece 63	oil slick 53	pain 51	phone book 14	preference 25	rain (n) 48
Nigerian 53	ointment 9	paint (adj) 54	phone call 14	prepare 45	rain (v) 7
night 8	OK 1	painting (n) 66	phone number 14	prescription 9	raincoat 77
nightclub 66	old 11	pair (n) 44	photograph (n) 45	presence 28	raise (n) 38
nightmare 8	Olympic 4	palace 70	photograph (v) 57	present (n) 11	raise (v) 71
nine 39	Omaha 64	Palm Beach 31	piano 10	present (v) 39	ranch 45
nitrogen 12	on 1	Palm Springs 33	pick-up (n) 46	press (v) 2	ranch-style 65
no 1	on fire 8	pants 77	pick up (v) 6	pretty 51	reach (v) 61
nobody 4	on my own 5	paper (n) 57	picnic 72	prevent 53	read 6
no-parking sign 58	on the way 7	parakeet 27	picture (n) 39	previous 22	reader 8
No, thanks 1	once 8	paramedic 51	pie 27	price (n) 18	ready 3
no way 34	once upon a time 79	pardon me 39	pile 3	prime minister 71	real 10
nod 33	one (n) 2	parent 10	pill 8	Princeton 69	really 1
	one (pro) 10	Paris 74		print (v) 57	Realtor 65
	one-thirty 30				
	onion 70				

reasonable 71	robbery 60	school bus 65	similar 65	sound (v) 11	stop (v) 3
recent 53	robe 23	score (n) 4	sing 10	the South 1	store (n) 18
recommend 27	rock (n) 13	Scotland 24	singer 46	South America 17	store detective 78
record (n) 2	rock band 32	scream (n) 61	single (n) 63	South Pacific 23	store window 61
record (v) 74	rock group 66	scream (v) 23	sir 11	Southeast 48	storm (n) 48
recording studio 10	rock musician 59	screen (n) 6	sister 8	space 27	storm shelter 23
record store 63	rock star 26	search (v) 66	sister-in-law 63	spaceship 12	story 43
recruit 15	Rockies 48	seat 11	sit down 8	space shuttle 64	straight 15
recyclable 70	roll (n) 9	Seattle 8	situation 74	space suit 12	strange 12
reduce 71	romantic 67	second (time) 4	six 4	spaghetti 76	stranger (n) 61
reference 22	roof 23	second 50	sixty 13	Spain 64	Stratford 24
refrigerator 29	room 8	secretary 22	sixty-five 16	Spanish 17	straw 53
refund (n) 76	rose (n) 11	secretary-general 74	size 18	spare (adj) 58	strawberry 70
region 48	Rottweiler 27	see 3	sizzling 67	speak 2	street 71
registration 45	route 50	select 3	skateboard 63	special (adj) 41	streetcar 16
regular 44	routine 4	selection 3	skirt (n) 64	special (n) 70	stretch limo 10
regularly 68	row house 65	selfish 30	sky 48	special effects 67	strong 8
regulations 73	ruby 63	self-teaching 53	skyscraper 23	specialty 46	stuck 12
remember 8	rude 32	senate 32	slap (v) 61	specialty act 46	student 18
reminisce 46	rule (n) 33	senator 32	sleep (n) 8	speed (n) 24	studio 7
remote 67	rumor 68	senior citizen 71	sleep (v) 8	speed (v) 58	study (v) 17
renovate 65	run (v) 42	sentence (v) 66	sleeping pill 8	speed limit 58	stupid 6
repairs (n) 57	running high jump 4	Seoul 18	sleepwalk 8	spell (v) 2	subarctic 69
repeat (v) 77	running shoes 44	series 37	slick (n) 53	spelling 57	suddenly 8
reply (n) 59	run out (of gas) 58	servant 79	slip (v) 4	spend 8	Suez Canal 19
reply (v) 12	rush (v) 23	serve (v) 46	slot 3	spirit 46	sugar 3
report (n) 7	rush hour 28	service 2	slowly 12	sports 38	suggest 27
report (v) 25	Russian 4	session 10	small 7	spray (n) 9	suitcase 13
reporter 4	rye 70	set (v) 61	smart 13	spread (v) 60	summer 21
representative 22		seventh 1	smell (v) 11	spring (n) 47	sun 7
require 2	S	several 7	smile (v) 21	staff 76	Sunday 1
rescue 8	sack (n) 28	sexist 37	smoke (n) 8	stage show 46	sunset 79
reservation 19	sad 26	shake (n) 70	snack (n) 29	stairs 23	super 44
reserve (v) 59	safe (adj) 71	shake (v) 8	snake 27	stale 11	supermarket 78
reside 28	safety 39	shampoo (n) 9	snatch 54	stamp (n) 18	superstar 10
resident 53	sail 1	shaving cream 9	sneaker 11	stand (n) 66	supertanker 53
residential 58	salad 70	she 4	snow (n) 48	standard of living 71	sure 3
resort (n) 53	salary 69	sheepdog 39	snow (v) 39	stand up 15	surface (n) 12
respect 34	sales 2	sheet 62	so 1	star (n) 7	surgeon 28
responsibility 47	salesman 63	shelf 78	soap (n) 9	star (v) 30	surgery 40
restaurant 26	sales representative 22	shingle 65	soap opera 37	stare (v) 62	surprise 53
result 4	saleswoman 63	ship 1	sob 30	starship 73	survey (n) 16
resume (n) 47	same 6	shirt 64	society 57	state (n) 71	survive 23
retire 80	Samarra 79	shiver (v) 79	soda 5	statement 28	suspicious 36
retired 7	San Antonio 3	shop (v) 78	soft 3	Staten Island 28	sweetener 38
return 12	San Diego 53	shoplifter 78	soldier 15	state tax 71	Sweetwater 24
revenue 71	San Francisco 32	shopping (n) 61	solid 65	station (n) 58	swim (v) 4
reward (n) 39	San Jose 66	shopping bag 78	some 1	Statue of Liberty 64	swimming (n) 4
rewire 65	sandwich 70	short 8	someday 45	stay (n) 59	swimming pool 4
rice 64	sapphire 63	shorten 77	someone 2	stay (v) 2	Swiss (cheese) 70
rich 13	satellite 4	shotgun 28	someplace 43	St. Cuthbert 76	switch on 12
Richmond town 28	Saturday 1	should 9	something 5	steal 54	Switzerland 57
right (correct) 2	sauna 65	shout (v) 61	somewhere 10	step (n) 53	Sydney 7
right away 10	scare (v) 62	show (v) 63	song 67	step (v) 12	symphony 46
right here 5	scene 30	shower (n) 1	Sonoma Valley 46	stereo 11	system 2
rights 28	scenery 76	shrimp 70	soon 5	stick (n) 39	T
ring (n) 63	schedule 76	sign (n) 50	sore throat 9	stick (v) 56	table 3
ring (v) 23	school 6	sign (v) 15	sorry 1	still 24	tablet 9
river 39		signature 1	soul 67	St. Louis 2	Tahiti 72
road 20		silence 75	sound (n) 46	stocking 28	take (n) 29
rob 39		silk 11		stomachache 9	take (v) 3
robber 28		silly 62		stone (n) 63	

take a nap 72	thirty-four 30	tranquilizer gun 66	United Nations 74	war 41	window 8
take off (v) 8	thirty-two 49	transfer (n) 18	United States 1	warm 3	wing 56
take out 8	this 1	transfer (v) 17	university 75	warn 53	Winnebago 69
talent 68	those 3	transit 16	unleaded 44	wash (n) 3	winner 4
talk 2	thousand 19	translate 31	until 50	wash (v) 3	winter 47
tall 13	threaten 53	trap (v) 72	untrue 43	washing machine 3	Wisconsin 39
Tallahassee 19	three 3	travel (n) 15	unusual 27	Washington 8	wise 79
Tampa 44	throat 21	travel (v) 17	up 23	Washington, D.C. 33	wish (n) 24
tank 71	throat lozenge 9	travel agent 19	update 4	waste (n) 68	wish (v) 59
tanker 53	through 12	traveler's check 18	upset (adj) 21	wastepaper basket 60	with 1
tape (n) 31	throw (n) 4	tree 45	upstairs 62	watch (n) 51	without 9
taste 11	throw (v) 4	trek (n) 73	uranium 64	watch (v) 6	witness stand 42
tax (n) 18	throw on 23	trick (v) 73	urgent 35	watch battery 77	woman 4
taxi 13	throw on 23	trip (n) 19	us 2	water (n) 3	women's room 50
taxi driver 13	thunder (n) 48	trouble 40	U.S.A. 4	water glass 49	wonder (v) 52
tea 3	thunderstorm (n) 48	truck 36	use 2	way 50	wonderful 6
teach 26	Thursday 1	truck driver 39	used (adj) 11	W.C. 1	won't 5
teacher 10	ticket (n) 25	true 27	use to (+ verb) 34	we 2	wood 34
team 4	tie (n) 11	try (n) 4	usual 3	weaken 53	wooden 67
teenage 39	tight 38	try (v) 9	usually 16	wear (v) 15	Woodstock 39
teeth 55	tile (n) 65	tube 9	V	weather 38	word (n) 53
telephone (n) 1	till 6	Tuesday 1	vacation 15	weather report 48	work (v) 1
telescope 73	time 2	tuna fish 76	vacuum cleaner 64	wedding 26	worker 71
television 51	timer 26	tuna salad 76	van 53	Wednesday 1	work out (v) 80
tell 6	tire (n) 77	tune-up (n) 77	Vancouver 25	week 1	world 4
teller 28	tired 6	tune up (v) 77	variety 67	weekday 69	worry (v) 5
temperature 3	tissues 9	Tupelo 68	vegetable 11	weekend 32	worse 20
temporarily 80	title (n) 30	turn around 50	vegetarian 70	weight 38	worth 66
ten 3	to 1	turn away 79	Venezuela 1	welcome 7	would 1
Tennessee 68	today 4	turn on 12	Venus 73	well (adj) 21	wow 19
tennis 20	together 30	turnpike 58	Vermont 57	well (adv) 20	write 14
tennis player 80	to go 28	TV 6	very 2	well (interj) 1	writer 17
tense (adj) 43	toilet 15	TV camera 71	veterinarian 66	were 1	writing (n) 27
terminal 25	toilet paper 9	TV set 59	view (n) 59	west 25	wrong 12
terrible 1	Tokyo 18	TV special 68	violence 71	westerly 53	Y
terrific 15	tomato 70	twelve 42	Virgin Islands 1	Westport 22	yeah 6
terrify 79	tomato soup 3	twenty 9	Visa 18	wet 11	year 5
test (n) 16	tomorrow 5	twenty-five 16	visit (v) 7	whale 73	yes 1
test (v) 77	tonight 14	twenty-four-hour (adj) 58	vitamin C 9	what 1	yesterday 4
Texas 3	too 3	twin brother 68	volcanic 23	when 1	yet 1
than 3	toothpaste 9	twins 39	volume 53	where 1	you 1
thanks 5	top (adj) 66	two 1	vote (v) 68	where's 1	young 3
Thanksgiving 29	top ten 63	two-way radio 7	voyage 7	whew 17	your 1
thank you 2	tornado 23	U	W	which 1	you're welcome 9
that 1	Toronto 16	UFO 52	wait (v) 4	while 3	yourself 26
the 1	touch (v) 30	uh-huh 14	waiter 11	white 3	yours truly 57
theater 14	touch-tone 2	U.K. 64	wait for 4	who 6	Z
their 1	tour (n) 46	umbrella 48	waitress 49	whole wheat 70	zero 2
them 1	tourist 1	uncle 62	wake (v) 8	why 1	zoo 53
themselves 62	tow 58	unconscious 51	wake up 8	wide 19	zoologist 30
then 2	toward 23	under 8	Wales 24	widow 54	
there 1	town 16	understand 12	walk (n) 19	widower 54	
these 1	toy 63	undress 56	walk (v) 8	wife 7	
Thetford 24	toy store 63	unfortunately 4	walk away 4	wig 42	
they 1	track (n) 5	uniform 15	walking stick 39	wild 21	
they're 3	trade (n) 45	unique 68	walk out 30	wildlife 37	
thick 8	traditional 27	unit 56	Wall Street 28	will (n) 34	
thief 53	traffic 16		wall 43	will ('ll) 2	
thin 54	traffic cop 58		wallet 72	win (v) 4	
thing 34	traffic officer 58		want 2	wind 48	
think 1	trailer 39				
Third Avenue 50	train (n) 5				
thirty 8	train (v) 27				
thirty-five 16	train station 6				

IRREGULAR VERBS

Infinitive form	Past tense	Past participle	Infinitive form	Past tense	Past participle
be	was/were	been	let	let	let
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
buy	bought	bought	put	put	put
catch	caught	caught	read	read	read
choose	chose	chosen	ride	rode	ridden
come	came	come	ring	rang	rung
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
do	did	done	see	saw	seen
drink	drank	drunk	sell	sold	sold
drive	drove	driven	send	sent	sent
eat	ate	eaten	shine	shone	shone
fall	fell	fallen	show	showed	shown
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	gotten	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tear	tore	torn
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written

LISTENING APPENDIX

Unit 2

1.
A: Directory Assistance.
What city?
B: Minneapolis, please.
A: What name?
B: Nelson. Mr. P. 1999 Stinson Boulevard in Columbia Heights.
A: Thank you for calling Minnesota Telephone.
The number is 334-9045.
2.
C: Directory Assistance.
What city?
D: San Francisco.
C: What name?
D: Slick. Ms. G., at 2400 Fulton Street, San Francisco.
C: Thank you for calling Pacific Bell. The number is 685-0124.
3.
E: Directory Assistance.
What city?
F: Miami.
E: What name?
F: Buffett, J., on Alton Road in Miami Beach. I don't know the address.
E: Thank you for calling Southeast Bell. The number is 766-5501.
4.
G: Directory Assistance.
What city?
H: Boston, please.
G: What name?
H: Knight, J. It's somewhere in the Jamaica Plain area.
G: There's a J. Knight on Arborway.
H: That's the one.
G: Thank you for calling New England Telephone. The number is 552-7136.
5.
I: Directory Assistance.
What city?
J: Chicago.
I: What name?
J: Butterfield, P., on 59th Street, by the Midway airport.
I: Thank you for calling Illinois Bell. The number is 401-0033.

Unit 5

1.
The train from Philadelphia will be five minutes late. The new time of arrival will be 6:50 PM on track three.
2.
The 7:15 PM train from Cincinnati, continuing on to Philadelphia, will now be here at 7:30 PM, arriving on track five. The 7:15 PM train from Cincinnati, continuing on to Philadelphia, will now be here at 7:30 PM on track five.
3.
There will be a one-hour delay on the 7:40 from Chicago and Cleveland. The train will now be here at 8:39 PM, on track four. We apologize for any inconvenience.
4.
The 8:20 arrival from St. Louis will be on track one. This train will be just two minutes late. The St. Louis train will be just two minutes late at 8:22 PM.

Unit 7

This is Channel 35 News. Walter and Betty Busby are recovering tonight in Monterey Hospital. They left Monterey Bay this morning at 6:30 in their boat, *Titanic II*. They were sailing to Australia. Seven miles out of Monterey their engine stopped, and the boat turned over in heavy seas. They held onto the boat, and a helicopter rescued them. This was not Mr. and Mrs. Busby's first accident on the ocean. They have been rescued three times before. They were cold and wet, but cheerful. Mr. Busby said, "We're looking for a bigger boat. We'll get to Australia one day. We had some bad luck."

Unit 14

- A: Hello.
B: Good morning. This is the First State Bank. My name's Bridget O'Connor. I'm the manager.
A: Oh, yes?

- B: Did you get my letter?
A: What letter was that?
B: Well, I wanted to see you. I called yesterday, but I couldn't get an answer.
A: Was that in the morning?
B: That's right.
A: I'm sorry, I wasn't here. I had to see my doctor. I've had problems with my leg.
B: I wanted to ask you about your account.
A: My account?
B: Yes. You wrote a check for \$1,000 last week.
A: \$1,000?
B: Yes, and there's only \$152.95 in your account.
A: But I don't have an account with First State.
B: Now look here, Mr. Trump...
A: Mr. Trump? Who's Mr. Trump? I'm not Mr. Trump.
B: I'm sorry. Is this 848-3592?
A: Say that again.
B: 848-3592.
A: Ah! This is 848-3952. My name's Sikorski. You have the wrong number.
B: Oh!

Unit 16

- 5
A: Excuse me, ma'am.
B: Yes?
A: We're doing a traffic survey. Could I ask you a few questions?
B: OK.
A: Your name is?
B: Green. Michelle Green.
A: And...uh...how old are you?
B: 29.
A: Can you drive?
B: Sure.
A: And how long have you been able to drive?
B: Since I was 19.
A: Uh-huh. Where do you live?
B: Oxford Street.
A: Ah, that's not far away. How do you usually get downtown?
B: By bicycle.
A: By bicycle? That's unusual. Thank you.
B: Oh, is that all?
A: Yes, that's it. Thank you very much.

A: Excuse me, sir...

C: Yeah? What?

A: May I ask you a few questions?

C: Questions? About what? You're not from the police, are you?

A: No, no. It's just a traffic survey, that's all.

C: Well, all right, then.

A: What's your name?

C: Uh...Jones, Wayne Jones, eh?

A: How old are you, Mr. Jones?

C: Uh...22, eh?

A: Can you drive?

C: Yeah. But I don't drive much.

A: How long have you been able to drive?

C: Mmm...about four years. But I told you, I don't drive much. I come into town on my motorcycle. It's a Harley-Davidson. It's over there. The red one.

A: Mmmm. Where do you live, Mr. Jones?

C: Uh...the university. I'm a student, eh?

A: Oh, really?

C: Yeah. I'm studying philosophy.

Unit 25

Listening 1

1.

Global Airways announces the departure of the 11 o'clock flight GL189 to Houston. This flight is now boarding at Gate Four.

2.

British Airways announces the departure of the 11:30 Concorde service BA001 to London. Would passengers for this flight go immediately to Gate 16.

3.

Would passengers for the 11:25 AeroMexico flight 149 to Mexico City please go immediately to Gate 13, where this flight is now boarding.

4.

This is the last call for Japan Airlines' 10:45 flight 215 to Tokyo. This flight is now closing at Gate 30.

Listening 2

Good morning, ladies and gentlemen. This is your captain speaking. I'd like to welcome

you all aboard Global's Flight 179 to Caracas. We're now flying at an altitude of 33,000 feet, and our speed is approximately 500 miles per hour. We'll land in Caracas in three-and-a-half hours at 1:20 local time. The temperature in Caracas is a sunny 87° Fahrenheit; about 31° Celsius. In a few minutes, you'll be able to see the Gulf of Mexico on our left. Our flight attendants will serve lunch in a few minutes. Enjoy your flight, and thank you for choosing Global!

Unit 31

1. I'm from Canada.
2. I've had a lot of English classes.
3. I take a shower every day.
4. I was in class last Sunday.
5. I'm not a millionaire.
6. I've never had a headache.
7. I didn't eat anything yesterday.
8. I don't drive a Cadillac.

Unit 37

Int: First of all, *Animals in Focus*. What did you think of that?

Mrs. Zimmerman: Great. Really great. It was educational, just right for the children. And chimpanzees always amuse me. Much more amusing than Lenny Hill in the next program. Some of his jokes are quite shocking. And young children are watching television at that time of night.

Int: Uh-huh. What about *Texas, Texas*?

Mrs. Zimmerman: The worst kind of TV! This kind of program annoys me. It's all just money and sex. Not interesting.

Int: OK. And the report on violence in the cities? What did you think of that?

Mrs. Zimmerman: A very important program. The problem of violence worries everyone.

Int: The news?

Mrs. Zimmerman: The news always interests me. There isn't enough news on TV.

Int: And lastly, the horror movie.

Mrs. Zimmerman: Well, horror movies like this don't frighten me at all. I just turn them off!

Unit 41

Well, I guess it's difficult to choose just five things out of a whole lifetime. I need a little time to think.... Well, the most important thing for me was the birth of my son, but I guess everyone chooses a birth. But that really changes your life. That's the biggest change, for sure. What else? Strange, I think the assassination of President Kennedy, in 1963. That's a long time ago. Really, a long time. But I was in high school, and for me it's like the line between being a kid and...I don't know, growing up. I don't think it changed my life, but I remember it so well. And everything was different after that. So that's two milestones, then. Oh, yes, and the day that I moved into this house. I've lived here for 20 years. I've always loved this house. Then there was my accident. I don't like talking about it, really. I fell down a mountain when I was skiing. I was in the hospital for six weeks. I couldn't walk for nearly a year. What else? That's not all, one more. Let me think, uh, this sounds silly. A few years ago I was in an elevator and it stopped—just like that—between floors. I was alone there for five hours. I was terrified. I thought about my life and my family. I still have nightmares about it.

Unit 44

And finally news about Kimberly Lewis, the athlete from Pennsylvania. Kimberly is jogging across the United States from New York to Los Angeles. She has just arrived in Kansas City, Missouri. Kimberly left New York two months ago, and has traveled nearly 1300 miles. Kimberly has collected nearly

\$300,000 for physically challenged children. She has used twelve pairs of running shoes and more than one hundred pairs of socks.

Unit 48

Good morning. I'm Wayne Porter with your latest weather news from Channel 15. Let's look at the national situation first. The Pacific Coast will have clear and sunny skies all day, but it will be quite cold. The Rockies can expect further heavy snowfalls in the north and it will be extremely cold. The Midwest will have strong winds coming down from Canada and these winds will bring a lot of rain into the region. There might be snow in the west of the region later. The Northeast will have cloudy skies with temperatures in the mid-40s. There will be strong winds and heavy rain on the Gulf coast of Texas, and there might be thunderstorms later in the day. These storms might move across into Florida by the early evening. In Florida, it will be a very hot, humid day with cloudy skies, but there won't be any rain in the earlier part of the day. Now let's hear from Joan Zane for more weather news for the Tampa Bay area....

Unit 55

Suzy: Hello.

Adrian: Hi, Suzy. It's me.

Suzy: I'm sorry. Who?

Adrian: It's me, Adrian. Adrian Roth?

Suzy: Oh, hello, Adrian. What's wrong?

Adrian: It's about tonight. I might be late. I'll have to wait until my Dad gets home. He forgot his keys.

Suzy: How late? The movie begins at eight o'clock.

Adrian: Oh, I'll be there before it begins. He'll be home at 7:15. I'll leave as soon as he gets here.

Suzy: What time will you be there?

Adrian: About ten to eight. Is that OK?

Suzy: All right. But I'm not going to stand outside the movie theater all night. Don't be later than eight o'clock, or I won't be there. (Click.)

Adrian: OK. Suzy? Are you still there? Suzy?

Unit 67

"Last night I went to see the new musical at the Lewis and Clark Memorial Theater. It's called *Space Opera* and was written by Tim Webber with music by Andrew Rice. It was a highly entertaining evening and the audience enjoyed every minute of it. The music was performed by the Idaho Symphony Orchestra, and it is really great. The hero is played by soap-opera star Danny Kleen, and he sings most of the best songs. However, the most popular song in the show is 'Starlight Tonight,' and I'm sure it'll be a big hit. It's sung by Lorna Winter, who plays the Queen of Jupiter. Her costumes are sensational. They were designed by Annette Field. One dress cost more than \$20,000. There is a CD of the show, available on the Polyglot label, and an illustrated book which is published by Appletree Books. Take my advice—go see it."

Unit 70

Counterperson: Next.

Bob: One Big Greg, one Cheese Greg, one order of fries...

Counterperson: Large or regular?

Bob: Large. And two strawberry shakes.

Counterperson: Is that it?

Bob: Uh-huh. That's all.

Waiter: Hi. I'm Adam and I'm your waiter today. Are you ready to order yet?

Tina: Yes, please. We'd like a plain pizza and a Pizza Palace Special.

Waiter: Would you like regular or large pizzas?

Tina: Both regular, please.

Waiter: Anything to start?

Tina: Yes. A soup and a house salad, please.

Waiter: Sure. It'll take just a couple of minutes.

Counterperson: Hello there, hon. What can I get for you?

Dan: One tuna sandwich and one vegetarian, please.

Counterperson: Will that be white, whole wheat, rye bread, or a roll?

Dan: Whole wheat.

Counterperson: Will there be any drinks with that, hon?

Dan: One coffee, one hot tea.

Counterperson: Is that everything?

Dan: Yeah. That's it.

Unit 78

Manager: I'm sorry but I have to call the police.

Michelle: Oh, no! It's all a terrible mistake! Now I remember! I was talking to my neighbor. His name's David—David Samuels. Anyway, his little boy, Joshua, was with him. You see, Josh was playing with some jars of coffee. He was bored, I guess. David asked him what he was doing. I remember. Then I left them and I did the rest of my shopping. I paid for my groceries and went out into the parking lot. The store detective stopped me there. That's it! Josh put the coffee in my bag. I'm sure that's the answer.

Manager: I'm sorry. I really don't believe you.

(knock on door)

David: Michelle! The cashier told me you were in here. I've just been speaking with Josh. He said that he put a jar in your bag!

Manager: Who are you?

David: I'm Michelle's neighbor. Look, I can explain everything...

SUGGESTIONS FOR FURTHER ACTIVITIES

Unit 3

1. Verb contest. Divide the class into two teams for a past-tense review quiz. Give the infinitive form, and select students to give the past simple tense. Someone from the other team then has to give the past participle, for example: T: *do* Team 1: *did* Team 2: *done*

Keep score and use these verbs: *come/give/drive/speak/buy/find/eat/run/put/break/forget/drink/choose/fall/take/show/begin/bring/know/leave*

2. Students work in small groups to prepare a commercial for a product. Each group then comes out to sell its product. They can do this by describing it, or by acting out a short commercial for radio or TV. The class can decide which products it would buy. Possible products: breakfast cereal/coffee/a car/a CD/a computer/an encyclopedia/a TV program/a hamburger chain/chocolate/running shoes.

3. Pair Work. Each student chooses a machine and gives his/her partner instructions on how to use it, e.g., a video/a CD player/a food processor/a sewing machine/a washing machine/a computer. Or they can invent imaginary machines for unusual purposes and proceed as above.

Unit 5

1. Write these future time phrases on the board: *next month/10 o'clock tonight/2010/in a minute/tomorrow morning/immediately/on Sunday/in an hour/Saturday evening*. Students put them in chronological order.

2. Pair Work. Students use the list of time phrases from the previous activity. Student A says a future time phrase, e.g., *tomorrow morning*. Student B responds by saying where he/she will be at that time, e.g., *I'll be at school*.

3. Repeat the pair work in activity 2, but with negative responses, e.g., *I won't be at home*.

4. Students make a time line for themselves for the next 40 years, indicating real or imaginary goals and activities, then ask and answer questions in pairs. They may include past and present activities to practice contrasting past, present, and future tenses.

Unit 7

1. Pair Work. Tell students that they have won an open plane ticket, which means they can go anywhere in the world, and can stop at ten places. (A world map would be useful for this.) Each student then decides on a list of ten places, and a route. They question each other in pairs to discover what the ten chosen places are.

2. When students have completed activity 1 above, they then ask questions: *Why will you go to (Paris)? What'll you see there? What'll you do there?* etc. Discuss the most popular destinations, and the students' reasons for choosing them.

3. Pair Work. Tell students they are going to spend a year on a deserted island. Have them list the ten most important things they want to take along. Students work in pairs asking what their partners will choose. Make a class list and determine the five most popular choices.

Unit 9

1. Scrambled words. Write these scrambled spellings of words from Unit 9 on the board: *rotsegrud* (drugstore), *tmowhuhsa* (mouthwash), *lttabe* (tablet), *apso* (soap), *genzole* (lozenge), *posrd* (drops), *hdehceaa* (headache), *sculpea* (capsule), *ceeraha* (earache), *nippsoirerci* (prescription).

Students work in pairs to unscramble them.

2. Pair Work. Students make lists of all the items from a drugstore they would put in a cosmetic bag or shaving kit to take on vacation with them. Then they question each other in pairs to discover what is on the list.

3. Role play. Students role play a salesperson in a drugstore and someone asking for advice about a particular ailment. The sick person will need to describe his/her illness and respond to the salesperson's questions.

Unit 10

1. Role play. Students work in groups. Each group chooses a traditional story, e.g., Cinderella, Snow White, Sleeping Beauty, a story from their culture/language background, etc. One student is a movie director; the others are assigned roles. The director gives instructions that the others act out, e.g., *I want you/him/her/them to do this/that*.

2. Group role play. Students role play people from another planet visiting Earth. Student A is a regular visitor who can speak English, and Student B is his/her brother/sister who only uses sign language. Student A acts as an interpreter for Student B. For example, Student B points to his/her mouth and mimes eating, then points to another student. Student A says: *He/She wants you to give him some food*. Students continue, taking turns playing the different roles.

3. Chain game. S1: *I want (Yuko) to sing a song*. S2: *I don't want (Yuko) to sing a song. I want (Kenji) to stand on his head*. S3 continues, etc. Encourage students to be creative.

Unit 11

1. Write on the board these five column headings: *Look, Sound, Feel, Taste, Smell*. Students copy them. Then give an adjective, e.g., *cold*. Students write it to the left of the columns, and put a check in each column that *cold* can correlate with (Look, Feel, Taste).

	LOOK	FEEL	TASTE	SOUND	SMELL
cold	✓	✓	✓		
good	✓	✓	✓	✓	✓
loud				✓	
strong	✓	✓	✓		✓

Use these adjectives: *cheap/comfortable/fresh/happy/new/weak/tall/ugly/clean/wet/fat/sour/easy/soft/short/boring/expensive/English/quiet/lovely*

Students compare their charts, and each student should make a sentence to justify any unusual choices.

2. Game: Animal, vegetable, mineral. Explain that anything can be described as animal, vegetable, or mineral (e.g., wool is *animal*, cotton is *vegetable*, and plastic is *mineral*). Demonstrate the game. Choose an object and say:

It's animal. Students can ask 20 questions, for example:

- | | |
|--------------------------|--------------------|
| S1: Is it in this room? | T: No, it isn't. |
| S2: Is it human? | T: No, it isn't. |
| S3: Can you wear it? | T: No, you can't. |
| S4: Can you buy it? | T: Yes, you can. |
| S5: Can you eat it? | T: Yes, you can. |
| S6: Does it taste sweet? | T: No, it doesn't. |
| S7: Is it from a cow? | T: Yes, it is. |
| S8: Is it milk? | T: No, it isn't. |
| S9: Is it meat? | T: Yes, it is. |
| S10: Do you cook it? | T: Yes, you do. |
| S11: Have you eaten it? | T: Yes, I have. |
| S12: Is it a hamburger? | T: Yes, it is. |

Have students play the game in small groups to give everyone a turn. Then play it with the whole class.

3. Pair Work. Students rank adjectives in groups on a scale of 1 to 10, with 10 being the best/most positive/highest. Some groupings might be:

- (a) *ugly, gorgeous, attractive, pretty, handsome, plain, average*
- (b) *delicious, good, bad, outstanding, OK, terrible*
- (c) *boring, restful, exciting, irritating, annoying*
- (d) *fresh, stale, mouth-watering, sour, satisfactory*

Then pairs compare ratings with the class and discuss reasons for differing ratings.

Unit 12

1. Game: Continue the story. Write the first sentence of a story on the board, e.g., *The spaceship landed on the moon...*, or *Three people walked into the bank...*, or *The tall, dark, handsome man turned and smiled...*

Each student writes down the next line of his/her choice. Ask students what they have written, choose one of their suggestions, and add it to the line on the board. Students suggest the next line, and the class can vote on which line to use each time. The story builds up on the board. To finish it, tell students that there will only be three or four more lines, and either work toward an ending or ask them to complete the story at home.

2. Group work. Students work in small groups. Give each group one of the following topics: *space travel, the story of Adam and Eve, exploring a new frontier*. Tell students they have five minutes to write as many sentences as they can about their topic. Each sentence must be "true," e.g., *Neil Armstrong was the first man on the moon*, or *Adam and Eve lived in a garden*. See which group can make the most sentences. You could pool all the facts by writing them on the board.

Unit 13

1. Write two lists on the board in columns, one of adjectives, and one of verbs, for example:

- (a) *hot/cold/expensive/young/difficult/hard/heavy/far/sour/boring*
- (b) *watch/walk/eat/cut/understand/drink/get married/lift/go out/buy*

Students have to make ten sentences in pairs by using one word from each column in each sentence, e.g., *It's too hot for me to drink*. They must use each word once only.

2. Repeat the previous activity to elicit sentences with *not*, e.g., *It's not cheap enough for me to buy*.
(a) *cheap/easy/clean/cool/dry/interesting/fresh/comfortable/light/big*
(b) *use/see/sit on/buy/wear/do/drink/eat/read/carry*

Have students read some of their sentences, or put them on the board or overhead projector.

Unit 14

1. Ask students to respond to questions by thinking up excuses, for example: T: *Why did you crash into my car?* S1: *I'm sorry. I didn't want to, but I had to. I couldn't stop in time. There was a car behind me.*

Use these sentences: *Why didn't you do your homework?/ Why didn't you call me?/Why didn't you come to school?/ Why didn't you pass the exam?/Why didn't you answer my letter?/Why were you late?/Why didn't you meet me?/Why didn't you stop at the red light?/Why didn't you park in the parking lot?* Students could continue in pairs.

2. Role play. Students role play a conversation between an angry parent and a child away at college who has just failed his/her exams. Tell students to decide on the age of the child, the kind of exam he/she has failed, and where and when the conversation takes place before attempting the role play.

3. Pair Work. Each student lists ten things he/she wanted to do at the age of eight, but could not. Then they work in pairs asking and answering questions, for example:

A: *I wanted to run very fast.*

B: *Why couldn't you?*

A: *I couldn't because my legs were too short.*

Unit 15

1. Ask students what they might dislike about a job, for example:

T: *secretary* S1: *I'll have to start early/work overtime/make coffee/work weekends, etc.*

Use these jobs: *flight attendant/police officer/astronaut/doctor/nurse/sailor/farmer/teacher/boxer/president/spy/hotel receptionist/tourist guide/waiter/cook*

2. Role play. Students role play an interview for one of the jobs listed in the first activity. Both the interviewer and the interviewee must ask and answer questions about the job.

3. Scrambled words. Write these scrambled spellings of verbs from recent units on the board. Students work in pairs to unscramble them.

sism (miss), *nigs* (sign), *veeal* (leave), *ptse* (step), *lyf* (fly), *tuhco* (touch), *nlda* (land), *tfil* (lift), *amen* (mean), *kctsi* (stick), *onji* (join), *crhma* (march), *uscere* (rescue), *hebetar* (breathe), *eylpr* (reply), *rymar* (marry).

Unit 16

1. Ask students to write down ten time phrases that go with *for*, and ten that go with *since*. They then check their lists with a partner in pairs. Have some of them read their lists aloud.

2. Survey abilities. Students work in groups to make a survey of abilities, e.g., *Can you swim?* If the answer is yes, students then ask, *How long have you been able to swim?* Each group has to include ten items in its survey. They conduct the survey by asking students from other groups questions and report back on their results to the class.

3. Discussion: The traffic problem in the town or area you live in. What are the possible solutions? Pedestrian areas? More parking? Subways? More trains and buses? More bicycles (as in U.S. and Canadian college towns, China)?, etc.

Unit 17

1. Ask students to imagine that they are creating a radio or newspaper advertisement to encourage students to take a foreign-language course. Students work in pairs to list the advantages of their school/course. Encourage them to use the target structure, *You'll be able to....* Have some students read their advertisements aloud.

2. Students work in pairs to compile lists of things we will be able to do in a hundred years' time, and things we will not be able to do. Each pair reports back to the class on its view of the future.

3. Role play. Student A interviews Student B, who wants to change jobs within a company. They should decide on what type of company they work for, what Student B's current job is, what job he/she wishes to move to, what he/she is able to do, etc., before attempting the role play. Other students decide if he/she will get the job, telling why.

Unit 19

1. Ask transfer questions, e.g., *How tall/old are you? How long/wide/deep/high is it?* Ask questions about several people and things. Then have students continue in pairs.

2. Pair Work. Distribute copies of a distance chart such as those found in atlases or road guidebooks. Students ask and answer questions about the chart in pairs, e.g., *How far is it from Boston to New York?*

3. Have students make a similar chart, in pairs, for six major cities in their country. This time they should include traveling times and means of transportation, e.g., *Washington, D.C. - New York takes one hour by plane, four by train, and six by car.* Students use the chart for asking and answering questions.

4. Game: Guess the person/object. Students compile a list of facts about a person or object, under the headings *Height, Color, Width, Depth, Age, Length*. Students ask and answer questions to guess the person or object, e.g., *How high is it? What color is it? How big is it? Is it the Empire State Building?* etc.

Unit 20

1. Have students make sentences comparing famous people to you (the teacher) by asking questions, e.g., *Who drives faster, me or (Al Unser)? Who plays tennis better, me or (Andre Agassi)? Who lives more dangerously, me or Rambo?* etc. (to elicit: *Al Unser drives faster than you. Andre Agassi plays tennis better than you, etc.*).

2. Role play. Put an advertisement for an imaginary job on the board. Students work in pairs, role playing an applicant and the interviewer. The interviewer asks about the applicant's abilities, e.g., *Can you type? How fast can you type? Do you speak English well? Can you drive? Do you drive carefully?* etc.

3. Group work. In groups, students decide on a job vacancy, e.g., English teacher, drummer in a rock band, New York taxi driver, etc. Three students then role play the job interviewers. One is sympathetic, one aggressive, and one is neutral. The other students role play the applicants. Several people are interviewed for the same job. The interviewers then discuss them, comparing their abilities. The group can decide who gets the job.

Unit 21

1. Ask students to recount an embarrassing experience when they were caught doing something wrong.

2. Choose some of the embarrassing situations from the first activity as the basis of short role plays between the person caught and the person catching him/her.

3. Ask students to describe the most exciting sports event they have ever witnessed, either live or on television. Students may need some time to prepare this.

Unit 22

1. Either make and distribute an imaginary job application form and ask students to complete it, or get students to design and complete their own forms.

2. Pair Work. Each student gives the completed form to his/her partner. The partner checks the information on the form using tag questions.

3. Invite the class to make statements about you or about some famous person using tag questions, e.g., *You live in (Rio), don't you? You aren't married, are you? You have a blue car, don't you?* etc. Students can continue making statements about each other in pairs.

Unit 23

1. Group work. Each group chooses a disaster, or you can assign them one, e.g., an earthquake, a hijacking, a volcanic eruption, a fire, a ship sinking, an escape of poisonous gas from a factory, a flood, a bus crash. The group decides on a general order of events, and then each describes what they were doing and what they did when the accident happened and what they did next.

2. Role play. Have one student from each group move to another group and interview them about their experiences for television news. The TV interviewer could then report the information back to the class, e.g., *She was just having breakfast when the table began to shake.*

3. Have students describe an accident they have witnessed or been involved in.

Unit 25

1. Scrambled words. Write these scrambled spellings of words connected with air travel on the board: *danl* (land), *eatg* (gate), *thlfgi* (flight), *ulgggea* (luggage), *ttkeic* (ticket), *raitrop* (airport), *pspsrtoa* (passport), *atctas* (suitcase), *gbdniaro* (boarding), *tileduat* (altitude), *ttroede* (detector), *teonnnnemuac* (announcement). Students work in pairs to unscramble them.

2. Group work. One student role plays an airline check-in clerk. The others form a line to check in. The line of people talk among themselves. One is late, another has six suitcases, another asks someone to carry a package through for him/her. Assign countries or cities of destination, or let students decide for themselves.

3. Have students make a list of objects which would not pass a security check. They then role play a security officer and a group of passengers going through a detector. The officers ask questions about the objects, e.g., *May I see the contents of your pockets? What's in your bag? May I see it?* etc.

4. Distribute a flight information chart or timetable, or make up your own. Students work in pairs asking for and giving information about flights, e.g., *What time's the flight to (Dallas)? What flight number is it? Which gate is it?* etc.

Unit 26

1. Transfer questions. Ask:

Have you ever cut yourself? Ask him/her/me/each other. Ask How? Ask When? Ask What with? Ask Where? What did you do about it?

Have you ever seen yourself on video/heard yourself on tape? What did you think of yourself?

Have you ever played the guitar/drums/piano/violin? Were you in a band or orchestra? Have you ever played in/been to a concert?

Have you ever had an anniversary? What did you do? Where did you go?

2. Pair Work. Students list their skills, e.g., *ride a bicycle, speak Spanish, type, dance, play the violin, skate, shoot, ride a horse, use a word processor, program a computer, cook, sew, drive, change a tire*, etc. They then ask each other about their abilities and how they learned them. Did someone teach them, or did they teach themselves?

3. Students work in pairs, discussing which things you can teach yourself, and which things you need a teacher for (and why). They make lists under the headings "Teach yourself" and "Need a teacher."

Unit 30

1. Write this list of verbs on the board: *teach/understand/meet/speak/love/see/need/write/help/like/hate/think about*. Students work in pairs to make a sentence with each verb.

2. Role play. Students work in pairs. Student A is Orson, Student B is either Rod or Kelly. Orson wants Rod and Kelly to work together again. They role play the interview.

3. Students in pairs or small groups choose a famous couple and write sentences about the things they do together. Some examples: *Bill and Hillary Clinton, Bob and Elizabeth Dole*. Alternatively, they can write about couples who no longer do things together: *Prince Charles and Princess Diana, Elvis and Priscilla Presley*, etc.

Unit 31

1. Game. Students play the game in pairs. Student A makes statements which he/she assumes his/her partner will agree with, by answering with *so* (*So do I. So am I*, etc.). Student B makes statements which he/she assumes will be answered with *neither* (*Neither did I. Neither am I*, etc.). The winner is the one who can continue longest without an unpredicted response, for example:

A: *I like chocolate.*

B: *So do I. I don't come to school by plane.*

A: *Neither do I. I'm learning English.*

B: *So am I. I'm not American, etc.*

2. Questions in the News. Three students assume the identities of famous people (athletes, rock stars, politicians, even teachers in the school). A fourth is a panel moderator. He or she asks questions of the "stars" in random order. Other students take turns summarizing the remarks for the audience.

Moderator: *What do you think about smoking in restaurants?*

S1: *It shouldn't be allowed.*

S2: *I agree.*

S3: *I don't.*

S4: *Superman doesn't like smoking in restaurants. Neither does Jack Nicholson. Michelle Pfeiffer does.*

Unit 32

1. Students write Caroline's reply to her father's letter.

2. Role play. Students role play a telephone conversation between Caroline and her father that takes place after she has received this letter.

3. Class survey. Students work in groups to compile a questionnaire using *Either/Or* questions with *good at/bad at/interested in/angry about/tired of/worried about/pleased with*, e.g., *Are you worried about nuclear war?*

Each student completes the questionnaire by asking students from other groups their questions. Make a table of the results for discussion.

Unit 34

1. Pair Work. Each student writes a list of ten things they used to do (five) years ago that they don't do anymore. They question each other in pairs to discover what is on the list, for example:

S1: *Did you use to play tennis?*

S2: *No, I didn't.*

S1: *Did you use to ride to school?*

S2: *Yes, I did, etc.*

2. Discussion. Students compare everyday life with life 50 years ago. Which things have improved/gotten worse?

Unit 35

1. Chain game. T: *Yoshi, tell Keiko to open the door.* Yoshi: *Open the door, Keiko. Then tell Juan to give his book to the teacher.* Keiko: *Juan, give your book to the teacher. Then tell Yumi to stand up, etc.* Students can continue this in groups.

2. Repeat activity 1 using more polite instructions with *ask* and *please*.

3. Role play. Students work in groups of three. S1 is the boss, S2 is the secretary, and S3 is an employee. The boss gives instructions, for example:

S1 (to S2): *Tell her to type this letter.*

S2 (to S3): *Please type this letter.*

S3 (to S2): *I can't, because....*

S2 (to S1): *She says she can't type it because....*

Students take turns playing the different roles.

Unit 38

1. Role play. Students role play a doctor and an overweight patient. The doctor gives advice.

2. Role play. Students role play a travel agent and someone who is going to visit a very hot country. The travel agent gives advice on what to take and what not to take. Students exchange roles. This time the traveler is going to visit a very cold country.

3. Discussion: What is the best way to learn English, or improve your English? Have students give advice, suggestions, and tips.

Unit 40

1. Have students write two columns in their notebooks, one labeled *for*, the other *since*. Dictate these words: *a month/Wednesday/Christmas/February/ten minutes/two weeks/six o'clock/New Year's Day/five years/a long time/Thanksgiving*. Students put them in the appropriate columns.

2. Ask Application questions: *How long have you been coming to this school/living in this town/studying English/sitting on that chair/wearing that watch/living in your house?* etc.

3. Students in pairs draw up a list of four or five questions beginning *How long...?* Then they interview students in the group or class, tabulate the responses, and report the results. Encourage them to be creative: *How long have you been a brother or sister? How long have you been wishing for _____?*

Unit 42

1. Role play. Students work in groups and act out the crime described in the Student Book. They will need props (e.g., a toy gun, or a piece of paper labeled "gun"). Students re-enact the court scene, with the props on a table as evidence. One student role plays the lawyer who asks questions. The others in the group play the arrested man and woman, the driver of the car, customers in the bank at the time of the robbery, etc.

2. In groups, students devise other crimes and act them out in the same way. The cross-examinations by the lawyers could be presented to the class. Suitable themes: a mugging, an assassination, shoplifting.

Unit 43

1. Game: Tell the truth. Students work in groups of three. One student tells the others something that actually happened to him/her, e.g., *I broke my leg once when I was climbing a tree*. He/she also tells them a few details related to the incident. The three then come to the front of the class, and all three state what happened and that it happened to them personally. The class then asks questions for five minutes. Two of the three in front are lying, and only one is telling the truth. The rest of the class has to guess which one is telling the truth at the end of the question period. Have several groups play the game.

2. Group work. In groups, students make up a short story similar to the one in the Student Book. A member of each group reads the story to the class but stops before the last line. The class must suggest a final line. After they have made several suggestions, the reader tells them the "answer."

Unit 44

1. Role play. Students role play a bank manager and a customer who wants to borrow some money. The manager must find out how long the customer has been saving, how much he/she has saved, the reason for the loan, how he/she will pay it back, how long it will take to repay the loan, how much the customer can pay back per month, etc.

2. Association. Write two lists on the board, one of nouns, one of verbs, for example:
(a) *Mt. Everest, the English Channel, the Amazon River, weights, the Grand Canyon*
(b) *climb, swim, explore, lift, hike*
Students work in pairs. They choose a noun and a verb which go together, e.g., *the English Channel/swim*. Then they create a mini-dialogue for each pair along these lines:
S1: *How long have you been swimming?*
S2: *I've been swimming for an hour.*
S1: *How many times have you swum the English Channel?*
S2: *I've swum the English Channel twice before.*

Unit 45

1. Choose a pair of famous people, e.g., Lee Harvey Oswald/John Kennedy. Students have to make a pair of sentences, e.g., *Oswald's the man that killed Kennedy./ Kennedy's the man Oswald killed*. Choose suitable pairs of people for the local situation. Some possibilities are: John Lennon/Yoko Ono, Napoleon/Wellington, and General Custer/Chief Sitting Bull.

2. Bring in a wall chart, a series of flash cards, or some photos of a vacation. Make statements about the visuals, for example:
(wall chart, an accident) *That's the car that crashed. And that's the car it hit.*
(flash card, Paris) *That's the museum I visited. That's the station that I came out of.*
Having established what happened, have students ask and answer questions about the pictures.

Unit 46

1. Role play. Bring in some authentic travel brochures, restaurant guides, and authentic concert announcements with an imaginary seating plan. Students work in pairs. Each pair chooses one of the following situations and role plays it as a telephone conversation: reserving a hotel room, reserving a club for a party, reserving a theater/concert ticket, reserving a train ticket, reserving an air ticket, or buying tickets for a bus tour.

Pairs could perform their role plays in front of the class, and alternate roles.

2. Students write their own travel brochures for their favorite places, listing the outstanding features. Then they role play in pairs, deciding on the tour area, what's included, and how long the tour takes.

Unit 47

1. Pair Work. Ask students to list six things they like doing and six things they don't like doing. Then students question each other in pairs to discover the contents of each other's lists. As a follow-up, students write one thing they don't like doing and one thing they like doing. Fold the sentences and put them together in a bag. One sentence at a time is drawn, and the class tries to guess who the writer is. (Partners can't answer!)

2. Repeat the Pair Work in activity 1, using *afraid of doing* and *interested in doing* as the subjects of the lists.

3. Class survey. Students work in groups to compile a questionnaire on hobbies and interests. The members of each group interview students from other groups to complete the questionnaires. Draw a chart of a statistical breakdown of the results.

Unit 48

1. Scrambled words. Write these scrambled spellings of words connected with weather on the board: *utenrhd* (thunder), *locd* (cold), *gtmngiih* (lightning), *eclar* (clear), *ihmud* (humid), *onsw* (snow), *iran* (rain), *dwni* (wind), *nyuns* (sunny), *doucyl* (cloudy). Students work in pairs to unscramble them.

2. Group work. Students work in groups to make up four weather forecasts for their city, one each for a day in January, April, July, and November. Having made up the forecasts, the members of the group take turns to present their forecasts to the rest of the class, using the board as a visual aid. The rest of the class has to write down which month they think each forecast applies to.

3. Group work. Students check the weather forecasts in newspapers and on TV or radio for a certain day. They then bring in one weather forecast (or a summary of one) and compare them. (Frequently, weather forecasts for the same region and day vary greatly from one source to the other.)

Unit 49

1. Role play. Students role play a chef and a waiter/waitress in a busy restaurant at lunchtime. The waiter/waitress has to follow the chef's instructions and puts the food on the plates. He/she should ask questions of the chef to make sure he/she is doing it correctly.

2. Role play. In pairs, students role play two politicians in a public debate. Student A defends government policy and Student B criticizes it. Give students time to make notes before starting the role play, for example: S1: *There aren't enough jobs.* S2: *I don't agree. There are plenty of jobs,* etc.

3. Having completed the role play in pairs, group all the "defenders" and "critics" together. The class as a whole then role plays a political debate in an assembly. If a political debate is felt to be undesirable, it could be done as a debate on any other subject, e.g., TV (*"Television does more damage than good."*), rock music (*"Rock music is a valuable art form."*), computers (*"Computers are dangerous."*), etc.

Unit 53

1. Group project. Working in groups, students produce a newspaper front page. One writes a story about a disaster, one a weather report, one a wordplay on a nine-letter word, one a story with the headline "What a surprise!", and one an advertisement for a language school. They can then put them together as a mock newspaper.

2. Matching. Cut out some stories from English-language newspapers. Cut the headline off each story. Students work in groups matching each headline to its story. If you wish to use them several times, the stories and headlines should be mounted on cards.

3. Have students compose a short newspaper headline and write it on a piece of paper. Collect them and redistribute at random. Students write a short article to go with the headline and read them to the class.

Unit 56

1. Consequence chain. Start a consequence chain by choosing students to role play a waiter and a customer. The customer says: *If you don't bring the bill immediately, I won't pay.* The waiter responds: *If you don't pay, I'll call the police.* The customer continues: *If you call the police, I'll run away.* Have students continue the consequence chain as far as they can. Begin other chains in the same way, e.g., *If there's a fire.../If there's an earthquake.../If you hit me.../If I find some money...*, etc.

2. Role play. Each pair chooses one of the consequence chains and builds it into a role play between two people in a situation. You could have one or two pairs demonstrate their role plays.

3. Group work. Students work in groups planning what they would do if there were a blackout (the electricity supply is cut off).

Unit 58

1. Role play. Students could evolve role plays based on the four situations in the Student Book, i.e., a car illegally parked, a driver caught speeding, a driver whose car has broken down, and a mechanic who has come to fix it.

2. Draw a compass on the board. Students work in pairs asking where various places in their country are, for example:
S1: *Where's Acapulco?*
S2: *It's on the west coast/It's in the west of Mexico,* etc.

3. Quiz: General knowledge. Ask questions about places as in activity 2. The class could be divided into two teams. You (or a student) keep scores.

Unit 60

1. Pair Work. Ask students to create questionnaires based on their previous experiences with the English language, e.g., *Had you met anyone from the United States/Australia/the United Kingdom? etc. Had you heard any American songs?* Students question each other in pairs, then change partners. Discuss the results with the class as a whole.

2. Role play. Refer students to the three situations in the Student Book. They role play in turn a police officer, a fire fighter, and the paramedic. They report back on the incidents to their superiors.

3. Ask students to make written reports of the three incidents.

Unit 62

1. Ask transfer questions: *Have/Has your parents/teachers/ husband/wife/boyfriend/girlfriend, etc. ever been really angry with you? What had you been doing? Ask him/her/me/each other. Ask When? Ask Why?*

2. Game: Continue the story. Say: *I had just gone to bed when....* Each student writes down a next sentence. The teacher selects one of their sentences and writes it on the board. Everyone then writes down a next sentence, and so on, until the story is complete.

3. Say: *I know a couple. They built a house. They had no help from anyone. They did it all themselves. Tell me some of the things they did. What do you think he did? What do you think she did?* Ask questions: *They didn't hire an architect, so who drew the plans? (to elicit: She drew the plans herself.) They didn't use an electrician, so who did the wiring? etc.*

Unit 63

1. Discussion. Discuss types of music and write the vocabulary on the board, e.g., *rock, country, jazz, rap, blues, house, hip hop*, etc. Ask students to tell you what they know about each one. Then discuss the top ten albums or songs for this week. Write the pop chart on the board, or bring it in and distribute it to the class.

2. Elicit a list of relations, e.g., *grandmother, cousin, niece*, etc. Students use the list as the basis of a role play between a salesperson and a customer in a music store. The customer is buying CDs or cassettes for various relatives and needs the salesperson's advice.

3. Discussion: Department store. Point out that most department stores have many different departments or sections. Ask how many sections students can name, e.g., *Housewares, Electronics*, etc. Ask questions to stimulate a discussion about where you go to find a particular item, for example: T: *Where do I find earrings?* S: *In the jewelry department.*

4. Role play. Students role play a customer and a salesperson in a toy store. The customer is looking for a non-sexist toy.

Unit 65

1. Role play. Students role play a Realtor and a potential housebuyer. The Realtor is trying to sell one of the three houses described in the exercise in the Student Book. The buyer asks questions.

2. Role play. Students repeat the role play in activity 1, but this time they are selling their own homes, real or imaginary.

3. Pair Work. Each student draws a plan of his/her ideal apartment (or house), and describes it to his/her partner.

Unit 67

1. Pair Work. Bring in a collection of books and CDs (or have students bring in their own). Hand them out and ask questions about them, e.g., *Who was it written by? When was it written? Who was it illustrated by? Who was it published by?* etc. Have students swap the books/CDs around and ask and answer questions in pairs.

2. Give the title of an imaginary movie, based on a classic story, e.g., *Snow White, Cinderella*, etc. The class imagines that they are going to make the movie, and assigns the roles in the film to members of the class. This can be done in groups or with the class as a whole, e.g., *Snow White can be played by Maria. The Prince is going to be played by Paul*, etc.

3. Students work in groups and act out a scene from the story they used in activity 2.

Unit 68

1. Go through the lyrics of an Elvis Presley song, pointing out contracted forms, e.g., *gonna, ain't, gotta*. "Return to Sender" is particularly good for past tenses. "In the Ghetto" can lead to discussion, but there are many other possibilities.

2. Ask students to prepare a biography of a well-known person. This can be done in class, or researched for homework and discussed in a later lesson.

3. Ask students if they think Elvis had a good life. In pairs or small groups, they list advantages and disadvantages of fame. They can share and compare with another pair/group or with the entire class.

Unit 70

1. Group work. Students work in groups to compile menus, one for a children's party, one for a dinner party, and one for a wedding reception.

2. Pair Work. Students write a menu for a typical restaurant in their country. Use the menus for a waiter/customer role play.

3. Scrambled words. Write these scrambled spellings of words from the unit on the board:

daasl (salad), *aghemurbr* (hamburger), *heeecs* (cheese), *ksake* (shake), *zaizp* (pizza), *csdinwha* (sandwich), *werbysrtar* (strawberry), *mah* (ham), *poscreoutnren* (counterperson), *unseroom* (enormous).

Students work in pairs to unscramble them.

Unit 71

1. The perfect language school. Students work in groups and develop plans and ideas for a language school/ language department. Money is unlimited. Ask a few questions to set the procedure, for example: *Would it be in an English-speaking country? How many students would you have in each class? Would there be a self-access center/a library/a language laboratory/videos/computers/teachers?* etc.

2. Consequence chain. Start the chain, for example:

T: *What would you do if you saw a bank robbery?*

S1: *If I saw a bank robbery, I'd call the police.*

T: *What would happen if the police came?*

S2: *If the police came, they'd surround the bank.*

T: *What would the robbers do if the police surrounded the bank?* etc.

Have students continue asking and answering the questions.

3. Give the starting line for other consequence chains, which students develop in pairs, e.g., *What would you do if a UFO landed outside your home? there was an earthquake? I had a heart attack? a millionaire(-ss) asked you to marry him/her?*

WORKBOOK ANSWER KEY

UNIT 1 (REVIEW)

Exercise 1

1. B. She doesn't come from Montgomery.
C. Does she come from Montgomery?
2. B. They haven't been to Jamaica.
C. Have they been to Jamaica?
3. B. He doesn't work in a bank.
C. Does he work in a bank?
4. B. You're not/ You aren't going to Barbados.
C. Are you going to Barbados?
5. B. They didn't go to Curaçao.
C. Did they go to Curaçao?
6. B. There isn't a shower in the cabin.
C. Is there a shower in the cabin?

Exercise 2

I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
they	them	their	theirs

Exercise 3

3. March is the third month.
4. April is the fourth month.
5. May is the fifth month.
6. June is the sixth month.
7. July is the seventh month.
8. August is the eighth month.
9. September is the ninth month.
10. October is the tenth month.
11. November is the eleventh month.
12. December is the twelfth month.

Exercise 4

Answers will vary.

UNIT 2 (REVIEW)

Exercise 1

(Suggested answer. Students' answers will vary.)

- A: What city, please?
B: Duluth.
A: What name?
B: Palacios, Ms. A., on 62 Palmer Rd.
A: Thank you for calling Minnesota Telephone.
The number is 288-6756.

Exercise 2

Answers will vary.

Exercise 3

extension number
customer service
collect call
area code
recorded message
public relations

Exercise 4

1. \$7.68
2. \$2.30
3. \$3.36
4. \$9.94
5. \$2.38
6. \$14.48

UNIT 3 (REVIEW)

Exercise 1

1. B. He doesn't have to do a lot of wash.
C. Does he have to do a lot of wash?
2. B. She didn't wash the clothes.
C. Did she wash the clothes?
3. B. They haven't washed the clothes.
C. Have they washed the clothes?
4. B. She doesn't have any young children.
C. Does she have any young children?
5. B. They don't take their clothes to the laundromat.
C. Do they take their clothes to the laundromat?

Exercise 2

1. softer...softest
2. clean...cleanest
3. good...best
4. worse...worst
5. expensive...most expensive
6. comfortable...less comfortable

Exercise 3

1. It's the best book I've ever read.
2. It's the most exciting movie they've ever seen.
3. It's the fastest car she's ever driven.
4. It's the worst movie we've ever seen.
5. It's the best detergent I've ever used.
6. It's the most interesting music she's ever heard.

Exercise 4

1. but that's better.
2. but those are worse.
3. but those are more interesting.
4. but that's cheaper.
5. but that's larger.
6. but those are more expensive.

UNIT 4 (REVIEW)

Exercise 1

1. B. She didn't fall.
C. Did they fall?
2. A. He slipped.
C. Did they slip?
3. A. He began it.
C. Did they begin it?
4. A. He made it.
B. She didn't make it.
5. A. He finished.
B. She didn't finish.
6. B. She didn't win.
C. Did they win?

Exercise 2

1. A. She's fallen.
B. He hasn't fallen.
2. B. He hasn't slipped.
C. Have they slipped?
3. A. She's swum 100 meters.
C. Have they swum 100 meters?
4. A. She's made it.
B. He hasn't made it.
5. B. He hasn't finished.
C. Have they finished?
6. A. She's won.
C. Have they won?

Exercise 3

1. Davis swam faster than Lopez.
2. Gold jumped higher than Schmidt.
3. Thomas ran faster than Spolski.
4. Diaz ran faster than Akiyama.

UNIT 5 (REVIEW)

Exercise 1

1. I'll be here at three o'clock, but I won't be here at seven o'clock.
2. She'll be here next Wednesday, but she won't be here next Saturday.
3. They'll be here next week, but they won't be here next month.
4. We'll be here later, but we won't be here tomorrow.
5. He'll be here at two o'clock, but he won't be here at eight o'clock.
6. I'll be here next Friday, but I won't be here next weekend.

Exercise 2

1. The train won't be here for ten minutes.
2. Will it be here tomorrow?
3. He'll be on the 7:40 train.
4. We'll be in the bookstore right over there.
5. It'll be here soon.
6. Where will you be?

7. I won't be long.
8. Nick will be here next Monday.

Exercise 3

1. Will they be here next week?
2. Will it be here later?
3. Will you be here tomorrow?
4. Will she be here at 4:30?

UNIT 6 (REVIEW)

Exercise 1

1. they got up at seven o'clock.
they'll get up at seven o'clock.
2. he picks the kids up at school.
he'll pick the kids up at school.
3. we have dinner at 8:00.
we had dinner at 8:00.
4. he met her at the station.
he'll meet her at the station.
5. he reads to the kids.
he read to the kids.
6. they watch TV.
they'll watch TV.

Exercise 2

Answers will vary.

Exercise 3

1. will she go?
2. will she meet?
3. will they play?
4. will he take his exams?
5. (books) will they buy?
6. will it cost?

Exercise 4

Answers will vary.

UNIT 7

Exercise 1

1. She won't need to take a scarf.
2. She'll need to take a pair of shorts.
3. She'll need to take a T-shirt.
4. She won't need to take a pair of (winter) gloves.
5. She'll need to take a pair of sunglasses.
6. She won't need to take a passport.

Exercise 2

1. On August 13, he'll be in Nairobi. He'll meet the Kenyan President. They'll discuss African affairs.
2. On August 17, he'll be in Riyadh. He'll meet the Saudi Arabian King. They'll discuss Middle Eastern affairs.

- On August 22, he'll be in Tokyo. He'll meet the Japanese Prime Minister. They'll discuss Asian affairs.
- On August 25, he'll be in Ottawa. He'll meet the Canadian Prime Minister. They'll discuss North American affairs.
- On August 31, he'll be in Brasilia. He'll meet the Brazilian President. They'll discuss South American affairs.

Exercise 3

- No, he won't.
- Yes, he will.
- Yes, he will.
- No, he won't.
- No, he won't.

UNIT 8 (REVIEW)

Exercise 1

- | | |
|--------------------|------------------|
| 1. needed...needed | 6. slept...slept |
| 2. begin...began | 7. feed...fed |
| 3. hurt...hurt | 8. throw...threw |
| 4. swam...swum | 9. fall...fell |
| 5. stand...stood | 10. ate...eaten |

Exercise 2

- When I woke, the teacher was calling my name.
- When I woke, my sister was walking out of our room.
- When I woke, the fire fighter was climbing into the room.
- When I woke, a man was standing near the door.

Exercise 3

- What were you doing when the letter arrived?
- What were you doing when the president gave his speech?
- What were you doing when the phone rang?
- What were you doing when I was in Los Angeles?

Exercise 4

Answers will vary.

UNIT 9

Exercise 1

(Suggested answer. Students' answers will vary.)

B: Yes, I have a bad sore throat.

A: How long have you had it?

B: A couple of days.

A: Try these throat lozenges. Take two twice a day.

B: Thank you very much.

A: You're welcome.

Exercise 2

Could I have a tube of toothpaste, please?

With fluoride or without?

Without.

There you go. Will that be all?

Yes, that's all. Sorry, I only have a hundred-dollar bill.

That's OK. Here's your change.

Exercise 3

- Should I do it tomorrow or the day after tomorrow?
- Should I give it to you at lunchtime or this afternoon?
- Should I finish it now or in a few minutes?
- Should I go now or at three o'clock?

Exercise 4

- Could I have a bar of chocolate/chocolate bar, please?
- Could I have a bag of potato chips, please?
- Could I have a roll of film, please?
- Could I have a box of tissues, please?
- Could I have a box of bandages, please?
- Could I have a can of shaving cream, please?
- Could I have a bottle of shampoo, please?

UNIT 10

Exercise 1

- She wants to be the fastest and best driver.
- She wants to be the world champion.
- She wants to retire after this season.
- She doesn't want to race next year.
- She wants to watch the races on TV.

Exercise 2

Laura:

- He wants her to discuss the report with Harry.
- He wants her to make some calls.
- He wants her to write a summary of the report.

Harry:

- He wants him to reserve a table at Lutece's restaurant.
- He wants him to pick up theater tickets.
- He wants him to book a flight to London.

Howard and Lucy:

- He wants them to type the special report.
- He wants them to photocopy the special report.
- He wants them to give copies to Harry.

UNIT 11

Exercise 1

- | | |
|------------------|---------------|
| 1. expensive | 11. strong |
| 2. uncomfortable | 12. short |
| 3. cool | 13. beautiful |
| 4. cold | 14. clean |
| 5. stale | 15. easy |
| 6. unhappy | 16. dry |
| 7. boring | 17. fast |
| 8. old | 18. light |
| 9. right | 19. thin |
| 10. soft | |

Exercise 2

1. A: Your name sounds Spanish.
B: Yes, but I'm not Spanish. I'm from the United States.
2. A: Your name sounds English.
B: Yes, but I'm not English. I'm from Australia.
3. A: Your name sounds German.
B: Yes, but I'm not German. I'm from Austria.
4. A: Your name sounds Italian.
B: Yes, but I'm not Italian. I'm from Switzerland.

Exercise 3

1. Yes, it tastes excellent.
2. Yes, it looks modern.
3. Yes, they taste fresh.
4. Yes, it feels hot.
5. Yes, it looks expensive.
6. Yes, it tastes awful.

Exercise 4

1. What does it look like?
It looks like leather.
2. What does it taste like?
It tastes like milk.
3. What does it smell like?
It smells like cheese.
4. What does it feel like?
It feels like glass.
5. What does it sound like?
It sounds like jazz.

UNIT 12 (REVIEW)

Exercise 1

- | | |
|-------------------------|--------------------------|
| 1. was...was | 7. stopped...stopped |
| 2. are...were | 8. carried...carried |
| 3. hit...hit | 9. descended...descended |
| 4. stand...stood | 10. snore...snored |
| 5. took off...taken off | 11. used...used |
| 6. put on...put on | 12. say...said |

Exercise 2

1. They could breathe the air.
2. They couldn't find any intelligent life.
3. They couldn't start the engines.
4. They couldn't take off.
5. They could take off their helmets.

Exercise 3

- | | | | |
|---------------------|-----------------|----------------|-------------------|
| 1. <i>somewhere</i> | <i>anywhere</i> | <i>nowhere</i> | <i>everywhere</i> |
| 2. <i>someone</i> | <i>anyone</i> | <i>no one</i> | <i>everyone</i> |
| 3. <i>somebody</i> | <i>anybody</i> | <i>nobody</i> | <i>everybody</i> |
| 4. <i>some</i> | <i>any</i> | <i>none</i> | <i>every</i> |

Exercise 4

1. There were too many people.
2. There was too much traffic.
3. There were too many cars.
4. There were too many buses.
5. There was too much pollution.
6. There was too much smoke.

UNIT 13

Exercise 1

1. It's too expensive for us to buy.
2. It's too heavy for them to carry.
3. It's too high for him to touch.
4. It's too sweet for her to drink.
5. It's too far for me to walk.
6. It's too quiet for you to hear.

Exercise 2

1. It's loud enough for them to hear.
2. It's easy enough for us to understand.
3. They're light enough for him to lift.
4. It's cool enough for them to drink.
5. It's easy enough for you to do.
6. They're good enough for me to use.

Exercise 3

1. She isn't strong enough to carry them.
2. He isn't old enough to drive.
3. He isn't strong enough to lift them.
4. They aren't tired enough to sleep.
5. I'm not hungry enough to eat.
6. You aren't good enough to play professional football.

Exercise 4

1. She's too young to get married.
2. He's too busy to help us.
3. They're too tired to work.
4. I'm too cold to stay here.

UNIT 14

Exercise 1

1. They wanted to buy a new car, but they couldn't.
They had to buy a used one.
2. He wanted to stay in bed, but he couldn't.
He had to get up.
3. They wanted to eat fish, but they couldn't.
They had to eat steak.
4. He wanted to go home for the weekend,
but he couldn't.
He had to stay and clean the bathrooms.

Exercise 2

1. Why couldn't they come last night?
2. Why didn't you want to go out?
3. Why didn't he have to go to work yesterday?
4. Why haven't you been to work today?
5. Why isn't she listening to him?
6. Why can't they bring it?
7. Why can't you see me tomorrow?
8. Why doesn't he have a pen?
9. Why doesn't she like him?
10. Why won't you be here tomorrow?

UNIT 15

Exercise 1

Robert:

1. He'll have to wear a uniform.
2. He'll have to work at night.
3. He'll have to pass an exam.
4. He won't have to drive a car.
5. He won't have to correct homework.
6. He'll have to write reports.

Cathy:

1. She'll have to wear a uniform.
2. She'll have to work at night.
3. She'll have to pass an exam.
4. She'll have to drive a car.
5. She won't have to correct homework.
6. She'll have to write reports.

Pamela and Andrew:

1. They won't have to wear uniforms.
2. They won't have to work at night.
3. They'll have to pass an exam.
4. They won't have to drive a car.
5. They'll have to correct homework.
6. They'll have to write reports.

Exercise 2

1. She's never had to worry about money in her life.
2. She's never had to wash dishes in her life.
3. She's never had to iron a blouse in her life.
4. She's never had to cook a meal in her life.
5. She's never had to get up early in her life.

UNIT 16

Exercise 1

for:	since:
five minutes	Tuesday
two weeks	8:42
two hours	I was young
four weeks	1989
a long time	January 12
ten years	ten o'clock
six weeks	March
eight years	last spring

Exercise 2

1. A. He hasn't been able to talk for a week.
B. He hasn't been able to call his mother since Saturday.
2. A. She hasn't been able to play the piano for a long time.
B. She hasn't been able to use her hand since last month.
3. A. They haven't been able to walk since the accident.
B. They haven't been able to play football for two weeks.
4. A. We haven't been able to clean our room since last weekend.
B. We haven't been able to sleep for three nights.

UNIT 17

Exercise 1

- B: Well, I lost my job last week, and I haven't been able to find another one.
- B: No, but my family will be able to help me.
- B: Will I be able to find a job as an accountant?

Exercise 2

- B: That's right, but I want to transfer to the Canadian office.
- B: Well, I don't really. I just want to travel to Montreal or Quebec.
- B: French? I've never been able to speak French.
- B: I don't know. But I won't be able to work very hard. I have problems with my feet.

Exercise 3

1. Yes, I will.
2. No, I won't.
3. No, I won't.
4. Yes, I will.

Exercise 4

1. I'm sorry, I won't be able to. I'm working.
2. I'm sorry, I won't be able to. I'm going to the opera.
3. I'm sorry, I won't be able to. I'm taking the dog for a walk.
4. I'm sorry, I won't be able to. I'm cleaning my house.
5. I'm sorry, I won't be able to. I'm going out for dinner with Sue.
6. I'm sorry, I won't be able to. I'm going with Kevin.

UNIT 18

Exercise 2

1. T 2. F 3. T 4. T

Exercise 3

Answers will vary.

UNIT 19

Exercise 1

1. 80 kilometers
2. 75 miles
3. 65 miles
4. 15 kilometers
5. 95 miles
6. 32 kilometers

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Exercise 4

1. How hot is the Sahara Desert?
2. What is the distance between the Earth and the Moon?
3. What countries surround the Panama Canal?
4. How deep is the Pacific Ocean?
5. How wide is the Suez Canal?

Exercise 5

- | | |
|-----------------|-------------------------|
| How deep is it? | What's the depth? |
| How wide is it? | What's the width? |
| How hot is it? | What's the temperature? |
| How long is it? | What's the length? |
| How far is it? | What's the distance? |

UNIT 20

Exercise 1

1. She types more slowly than him.
2. They play tennis better than us.
3. You walk faster than her.
4. I type worse than him.
5. He rides his bike more carelessly than me.
6. She drives more dangerously than her.
7. He works more carefully than me.
8. They speak Spanish more slowly and clearly than us.
9. You work harder than them.

Exercise 2

1. Rachel drives more carefully than Fred.
2. Rachel types faster than Fred.
3. Fred writes more clearly than Rachel.
4. Fred speaks French better than Rachel.
5. Fred speaks Spanish more slowly than Rachel.
6. Fred pays later than Rachel.

UNIT 21

Exercise 1

- | | |
|----------------------|-----------------|
| 1. caught...caught | 7. find...found |
| 2. get...gotten | 8. lose...lost |
| 3. leave...left | 9. make...made |
| 4. married...married | 10. won...won |
| 5. wear...worn | 11. eat...ate |
| 6. take...taken | 12. went...gone |

Exercise 2

1. B. He couldn't come to work
C. He can't come to work
D. He hasn't come to work
2. A. He writes to his mother
C. He'll write to his mother
D. He's written his mother
3. A. He got up early
C. He has to get up early
D. He's gotten up early

Exercise 3

1. He jumped 8.83 meters.
2. He ran the race in 19.45 seconds.
3. He has won the 100-meter sprint for three years in a row.
4. He won the 100-meter sprint, the long jump, and the 200-meter race.
5. He competed against Olympic-level athletes.
6. He is 20 years old.
7. He is 6 feet 3 inches tall.
8. He weighs 185 pounds.
9. He comes from Tucson, Arizona.
10. He has to study for an economics final exam on Monday.

UNIT 22

Exercise 1

1. have you?
2. aren't you?
3. are you?
4. didn't you?
5. did you?
6. can you?
7. can't you?
8. aren't you?
9. aren't you?
10. do you?

Exercise 3

...this is your report, *isn't it*?
...you're Sarah V. Cowley, *aren't you*?
...a 1994 Chevrolet Lumina, *isn't it*?
...it's metallic gray, *isn't it*?
...Alabama 386 BLJ, *isn't it*?
No, it's *not*.
...on North Street, *didn't you*?
...you locked the car, *didn't you*?
...you went to the movies, *didn't you*?
...you didn't find it, *did you*?
The car is insured, *isn't it*?

UNIT 23

Exercise 1

1. What was Betty doing?
She was working when her boss told everybody in the office.
2. What was Jim doing?
He was watching television when he saw it on the news.
3. What was Louise doing?
She was driving when she heard it on the radio.
4. What were Mr. and Mrs. Hammond doing?
They were having coffee when a neighbor told them.
5. What were Tony and Dave doing?
They were working in the factory when they heard the news on the radio.

Exercise 2

1. How old was Betty in 1963?
She was 21.
2. How old was Jim in 1963?
He was 25.
3. How old was Louise in 1963?
She was 18.
4. How old were Mr. and Mrs. Hammond in 1963?
They were about 35.
5. How old were Tony and Dave in 1963?
They were 20.

Exercise 3

1. The ship was leaving, but I **managed** to get on it.
2. It was nearly impossible, but the **police officer** managed to rescue her.
3. She was very sick, but the doctor **managed** to save her.

UNIT 24 (REVIEW)

Exercise 1

1. I'm afraid (that) I won't be able to come to the party.
2. I'm afraid (that) John's in the hospital. He had an accident last week.
3. I'm afraid (that) I wasn't able to do my homework.
4. I'm afraid (that) we can only stay in Japan for a week.

Exercise 2

- | | |
|----------------|-----------------|
| 1. won't it? | 5. are you? |
| 2. aren't you? | 6. can't we? |
| 3. didn't you? | 7. haven't you? |
| 4. have you? | 8. can you? |

Exercise 3

Ollie has a car so he'll be able to drive Aunt Minnie around Britain.
They'll be in England in December so they'll be able to spend Christmas together.
Hiram will be tired after the flight so he won't be able to drive.
Hiram is on a special diet so he can't eat fish, meat, fruit, or vegetables.
Tom has already eaten so he won't need to have dinner tonight.

UNIT 25

Exercise 1

- A: Can I check in here for the JAL flight to Tokyo?
B: Yes, sir. That's Flight 005. May I see your ticket and passport?
A: Sure. There you go.
B: That's fine. Window or aisle seat?
A: Oh, window please.
B: OK. Seat (21A). Here's your boarding pass.
We'll call the flight in (an hour).

Exercise 2

- A: Excuse me, I'd like some information about the Avianca flight to Lima.
B: Certainly. It's Flight 023, leaving at 1:00 PM.
A: And when does it arrive?
B: At 10:15 PM local time today.
A: And what kind of airplane is it?
B: It's a DC-10.

- A: Excuse me, I'd like some information about the Iberia flight to Madrid.
B: Certainly. It's Flight 952, leaving at 7:00 PM.
A: And when does it arrive?
B: At 7:45 AM local time tomorrow.
A: And what kind of airplane is it?
B: It's a 747.

Exercise 3

(Suggested answer)

I'd like to welcome you all aboard Air South's Flight 251 to Atlanta. We're now flying at an altitude of 35,000 feet, and our speed is approximately 570 miles per hour. We'll land in Atlanta in two hours at 1:46 local time. The temperature in Atlanta is a sunny 85° Fahrenheit, about 26° Celsius. In a few minutes you'll be able to see the Atlantic coast on our left. Our flight attendants will serve lunch in about five minutes. Enjoy your flight, and thank you for choosing Air South.

Exercise 4

1. Which flight is the Global flight? Flight 179.
2. Where is it going? Caracas.
3. How high is it flying? 33,000 feet.
4. How fast is it flying? 500 mph.
5. How much time will the flight take? It'll take 3½ hours.
6. When will they have lunch? In a few minutes.

Exercise 5

1. Do you already have your ticket?
2. May I please see your passport?
3. Are there any electrical items in the case?
4. Do you have a seating preference?
5. May I see the contents of your pockets?
6. What time does the flight to Lima leave?

UNIT 26

Exercise 1

- | | |
|----------------------|----------------------|
| 1. taught...taught | 5. go...went |
| 2. cut...cut | 6. studied...studied |
| 3. had...had | 7. ring...rang |
| 4. weighed...weighed | 8. manage...managed |

Exercise 2

- ourselves
himself
themselves
itself
yourselves

Exercise 3

1. Oh, did she teach herself?
2. Oh, did they teach themselves?
3. Oh, did he teach himself?
4. Oh, did you teach yourselves?

Exercise 4

1. He hasn't hurt himself badly.
2. She hasn't cut herself badly.
3. They haven't hurt themselves badly.
4. You haven't cut yourself badly.

UNIT 27

Exercise 1

1. The *CoolSpot* isn't as expensive as the *Coldsnap*.
2. The *CoolSpot* isn't as cold as the *Coldsnap*.
3. The *CoolSpot* isn't as high as the *Coldsnap*.
4. The *CoolSpot* isn't as wide as the *Coldsnap*.
5. The *CoolSpot* isn't as deep as the *Coldsnap*.

Exercise 2

1. I don't play tennis as well as them.
2. I don't type as fast as her.
3. I don't sing as badly as him.
4. I don't work as hard as them.
5. I don't write as carefully as her.
6. I don't drive as carelessly as them.

Exercise 3

1. Iron Mountain doesn't have as many nightclubs as Spud Valley.
2. Spud Valley doesn't have as many restaurants as Iron Mountain.
3. Spud Valley doesn't have as many skiing classes as Iron Mountain.
4. Iron Mountain doesn't have as many ski lifts as Spud Valley.
5. Spud Valley doesn't have as many doctors as Iron Mountain.
6. Spud Valley doesn't have as many rooms as Iron Mountain.

Exercise 4

1. Iron Mountain doesn't get as much sunshine as Spud Valley.
2. Iron Mountain doesn't get as much fog as Spud Valley.
3. Spud Valley doesn't need as much artificial snow as Iron Mountain.
4. Iron Mountain doesn't get as much rain as Spud Valley.

Exercise 5

Answers will vary.

UNIT 28

Exercise 1

- ...call you Marlene, *can't I?*
- ...born in Kingston, *weren't you?*
- ...two years ago, *didn't you?*
- ...run ten miles a day, *don't you?*
- ...don't run on Sundays, *do you?*
- ...very careful about food, *aren't you?*
- ...a lot of fish and pasta, *don't you?*
- ...always travels with you, *doesn't he?*

Exercise 2

1. Your name is Ben Cranshaw, isn't it?
2. You were born in Denver, Colorado, weren't you?
3. You studied at Georgetown University, didn't you?
4. You're a gymnast, aren't you?
5. You won the U.S. silver medal in 1992, didn't you?
6. You married Marlene Otter two years ago, didn't you?
7. You live in Kingston, don't you?
8. You always travel with your wife, don't you?
9. You're a vegetarian, aren't you?
10. You read, but you don't watch TV, do you?

UNIT 29

Exercise 1

I'm not the first, am I? No. The others are all in the living room.
Have you had something to eat? No, not yet.
Do you want to dance? Sure, why not?
Thanks for coming. It was nice of you to invite me.
Have you seen Jack? Yeah. He was here a second ago.

Exercise 2

B: Thanks. I'm not the first, am I?
B: OK. Here, I brought you a cheesecake.

Exercise 3

Hi, Kate. I like your dress.
Thanks. It's new. I bought it yesterday.
Have you had something to eat?
No, not yet.
The snacks and cheese dip are over there...
Thanks.
And there's some salad on the table.

UNIT 30

Exercise 1

1. They danced with each other.
2. They don't like each other.
3. You help each other.
4. They believe each other.
5. We often write to each other.

Exercise 2

1. How long have they known each other?
They've known each other since last year.
2. How long have they known each other?
They've known each other for three weeks.
3. How long have they been married?
They've been married for 30 years.

Exercise 3

Answers will vary.

Exercise 4

1. They've hurt themselves.
2. We're looking at ourselves.
3. They're kissing each other.
4. We've never shouted at each other.

UNIT 31

Exercise 1

- | | |
|-------------------|-------------------|
| 2. Neither am I. | 10. So do I. |
| 3. So was I. | 11. So was I. |
| 4. So can I. | 12. Neither am I. |
| 5. So am I. | 13. So did I. |
| 6. So did I. | 14. So am I. |
| 7. So do I. | 15. So do I. |
| 8. Neither do I. | 16. So have I. |
| 9. Neither can I. | |

Exercise 2

Answers will vary.

UNIT 32

Exercise 1

1. A. Janet had a bad year in English.
B. Her English teacher was worried about her progress.
2. A. Janet is very good at science, but she didn't study much.
B. Her biology teacher was disappointed in her.
3. A. Janet tried hard in history, but it's not her best subject.
B. Her history teacher was pleased with her effort.
4. A. Janet did not enjoy Spanish and found it very difficult.
B. Her Spanish teacher felt sorry for her.
5. A. Janet is not interested in music.
B. Her music teacher felt she was rude, difficult, and noisy in class.

Exercise 2

Answers will vary.

Exercise 3

(Suggested answers)

about, interested, at, good, good, of, upset, sorry

UNIT 33

Exercise 1

(Suggested answers)

That isn't correct.

Of course.

That's wrong.

That's wrong.

Of course not.

I have one brother and two sisters.

That's wrong.

I have a Ford Mustang.

That's wrong.

I play tennis.

Of course.

Exercise 2

1. You do?
2. You were?
3. You do?
4. He does?
5. She does?
6. It was?
7. You can?
8. You will?

Exercise 3

1. preference
2. announcement
3. anniversary
4. goldfish
5. computer
6. restaurant
7. vegetable
8. nurse
9. vacation
10. weekend

UNIT 34

Exercise 1

1. That nightclub used to be a movie theater.
2. That health-food restaurant used to be a coffee shop.
3. That supermarket used to be a grocery store.
4. That laundromat used to be a laundry and dry cleaners.

Exercise 2

1. There's a big video store now. There never used to be a video store.
2. There's a big health-food restaurant now. There never used to be a health-food restaurant.
3. There's a big laundromat now. There never used to be a laundromat.
4. There's a big supermarket now. There never used to be a supermarket.

Exercise 3

1. A: Where did he used to do the laundry for his mother?
B: He used to do it at Martin's Laundry and Dry Cleaners.
2. A: Where did he used to have breakfast with his friends?
B: He used to have it at City Coffee Shop.
3. A: Where did he used to get groceries every Friday?
B: He used to get them at Grayson's Grocery Store.
4. A: Where did he used to buy doughnuts?
B: He used to buy them at City Coffee Shop.
5. A: Where did he used to buy books for his mother?
B: He used to buy them at Phelp's Bookstore.

Exercise 4

Answers will vary.

UNIT 35

To: Jenny	
WHILE YOU WERE OUT on _____ at _____	
M	Liz
From:	
Phone No.:	
<input type="checkbox"/> Telephoned	<input checked="" type="checkbox"/> Please Call
<input type="checkbox"/> Came to see you	<input type="checkbox"/> Will call back
<input type="checkbox"/> Wants to see you	<input type="checkbox"/> URGENT
<input type="checkbox"/> Returned your call	
Message: call back after 5 o'clock	
Helen Operator	

For Mrs. Henderson	
Date _____	Time _____
WHILE YOU WERE OUT	
M. Williams	
From _____	
Phone No. _____	
<input checked="" type="checkbox"/> TELEPHONED	<input type="checkbox"/> URGENT
<input type="checkbox"/> PLEASE CALL	<input type="checkbox"/> WANTS TO SEE YOU
<input type="checkbox"/> WILL CALL AGAIN	<input type="checkbox"/> CAME TO SEE YOU
<input type="checkbox"/> RETURNED YOUR CALL	
MESSAGE Send an application form to:	
43 Dumbarton Rd. Aberdeen MD 21001	
Mr. Rogers Operator	

Exercise 2

- A: What did Helen ask Jenny to do?
B: She asked her to call Liz back after five o'clock.
- A: What did Mr. Rogers ask Mrs. Henderson to do?
B: He asked her to send Mr. Williams an application form.

Exercise 3

- Tell him not to type carelessly.
- Tell them not to come late.
- Tell her not to go home early.
- Tell him not to make mistakes.

UNIT 36

Exercise

Florence Hunt Smith:

- I used to work in Washington, DC.
- I often used to shake hands with people.
- I used to make speeches.
- I used to know all the famous politicians.
- I used to meet with the president.
- I often used to kiss babies.
- I used to answer a lot of letters.

Jacques Lebron:

- I used to score a lot of goals.
- I used to wear a uniform.
- I used to play for the Bruisers.
- I used to practice every day.
- I used to make commercials for razor blades.
- I often used to wear ice skates.
- I used to be the captain of my team.

Esther O. Selznof:

- I used to live in Hollywood, California.
- I used to ride in a studio limousine.
- I sometimes used to work in Europe.
- I used to work with a lot of famous movie stars.
- I sometimes used to get upset with actors.
- I always used to have a secretary.
- I used to employ a lot of people.

UNIT 37

Exercise 1

- bored
He thought it was boring.
- bored
He thought it was boring.
- excited
She thought it was exciting.
- disturbed
They thought it was disturbing.
- shocked
He thought it was shocking.
- amused
She thought it was amusing.
- interested
He thought it was interesting.
- disturbed
She thought it was disturbing.
- interested
He thought it was interesting.
- bored
She thought it was boring.
- terrified
He thought it was terrifying.
- frightened
She thought it was frightening.

Exercise 2

Answers will vary.

UNIT 38

Exercise 1

(Suggested answers. Students' answers will vary.)

- He should speak to English-speaking people.
- He should take a class in English.
- He should watch American TV and movies.

Exercise 2

(Suggested answers. Students' answers will vary.)

- A. He should get a haircut.
B. He shouldn't wear a T-shirt.
- A. Someone should let the older woman sit down.
B. The people on the bus shouldn't make her stand.
- A. He shouldn't eat potato chips.
B. He should join a gym.
- A. She should stop drinking coffee right before bed.
B. She shouldn't read before bed.

Exercise 3

- Maybe Lucy should become an architect.
- Maybe Hoa should become a doctor.
- Maybe Raul should become an actor.
- Maybe Sam should become a salesperson in a boutique.
- Maybe Helen should become a veterinarian.
- Maybe Tony should become an electrician.

UNIT 39

Exercise 1

1. He's the one that works in a kitchen.
2. She's the one that fixes cars.
3. He's the one that teaches ESL.
4. She's the one that paints pictures.
5. He's the one that works on a cruise ship.
6. She's the one that reports the news.
7. He's the one that manages a bank.
8. She's the one that works in a hospital.
9. She's the one that climbs the mountains.

Exercise 2

(Suggested answers. Students' answers will vary)

1. Kodak is the company that makes cameras.
2. Timex is the company that makes watches.
3. Texaco is the company that makes gas.
4. Boeing is the company that makes airplanes.
5. Sony is the company that makes electronic equipment.

UNIT 40

Paula Chandler:

- A. She arrived on Wednesday.
- B. How long has she been staying there?
- C. She's been staying there since Wednesday.
- D. She's been staying there for three days.

Carol & Nate Ackerman:

- A. They arrived on Monday.
- B. How long have they been staying there?
- C. They've been staying there since Monday.
- D. They've been staying there for five days.

Heather Hillman:

- A. She arrived on Friday.
- B. How long has she been staying there?
- C. She's been staying there since Friday.
- D. She's been there for one day.

J. Patrick O'Brien:

- A. He arrived on Sunday.
- B. How long has he been staying there?
- C. He's been staying there since Sunday.
- D. He's been staying there for six days.

John Carter:

- A. He arrived on Thursday.
- B. How long has he been staying there?
- C. He's been staying there since Thursday.
- D. He's been staying there for two days.

Mr. & Mrs. Shaw:

- A. They arrived on Tuesday.
- B. How long have they been staying there?
- C. They've been staying there since Tuesday.
- D. They've been staying there for four days.

REVIEW (UNITS 1-40)

1. She works in a bank.
2. She is calling 0-808-725-9316.
3. A cup of coffee costs 75 cents at the laundromat.
4. The high-jump bar is at 2.30 meters.
5. He'll be on the 7:40 train.
6. Dan always cooks dinner.
7. They'll catch fish.
8. A fire fighter rescued him.
9. It will take about twenty minutes.
10. She wants him to play electric piano.
11. It smells wonderful/expensive.
12. They could breathe the air.
13. They aren't rich enough.
14. She had to wash her hair.
15. He's never had to wear a uniform or clean toilets.
16. He's taken it three times.
17. He won't be able to work very hard.
18. It is in the Fuji Bank in Tokyo.
19. It's almost four-and-a-half thousand years old.
20. She often behaves badly.
21. Al went to a baseball game.
22. No, she hasn't (but she'd like to).
23. They were having dinner.
24. Hiram's cousin lives in Ireland.
25. It leaves from Gate 4.
26. She's been married for one year.
27. They're easy to keep.
28. He tried when the robber was leaving.
29. No, she didn't find Bruce.
30. No. They hate each other.
31. Miami is too crowded.
32. Marc was very rude to him.
33. He works in a bank.
34. Baseball isn't important to him anymore.
35. Her friend's working in Saudi Arabia.
36. He was smuggling trucks.
37. No, he's not.
38. He needs the money.
39. Mandy and Marie Fox pulled him from the lake.
40. She's been waiting since 9:00/for ten minutes.

UNIT 41

Exercise 1

1. about
2. to, at
3. at
4. to
5. for, of
6. of, in
7. about
8. in, for

Exercise 2

1. she started her first job as a schoolteacher
she met her husband
her husband died
2. a. She was terrified.
b. She gave up her job. **No**, it was a tough decision.
c. She moved to Boston.
d. He was only 45.
e. They didn't have any children.
f. She went back into teaching.

UNIT 42

Exercise 1

- A. They aren't the men I saw.
 - B. Those are the keys he was carrying.
 - C. Those are the bags they were carrying.
 - D. Those aren't the scarves they were wearing.
 - E. That's the car they stole.
-
- A. She's the woman I saw.
 - B. That isn't the bag she was carrying.
 - C. Those aren't the sunglasses she was wearing.
 - D. That's the hat she was wearing.
 - E. That's the blouse she stole.

Exercise 2

1. He's the man she married.
2. She's the woman he loves.
3. They're the children she teaches.
4. That's the car she drives.
5. She's the doctor I spoke to.
6. Those are the people we helped.

UNIT 43 (REVIEW)

Exercise 1

- | | |
|--------------------|------------------|
| 3. keep...kept | 8. fall...fallen |
| 4. try...tried | 9. found...found |
| 5. bit...bitten | 10. fly...flown |
| 6. choose...chosen | 11. bleed...bled |
| 7. break...broke | 12. took...taken |

Exercise 2

1. He shouldn't drink so much coffee.
2. She shouldn't work so hard.
3. They shouldn't swim so long.
4. We shouldn't worry so much.
5. She shouldn't tell so many stories.

Exercise 3

1. He went to the doctor for advice.
2. He went to Nantucket for a rest.
3. She went to the kitchen for the plates.

Exercise 4

Jerry Streisen almost *had* a nervous *breakdown* last year. His *doctor* told him to *take a few days off*. He went to Nantucket, and *arrived* late in the evening. Mrs. Searcy, the *owner* of the house, *answered the door* and *showed* him to his room. At nine o'clock the *next* morning, Jerry went *downstairs* for breakfast. Jerry met Catherine, the landlady's thirteen-year-old daughter. There were four *places* at the table, one for Mrs. Searcy, one for Catherine, one for Jerry and an *empty* place. Jerry asked *about* the empty place. Catherine *told* him a strange *story* about her father. "My father disappeared three years *ago* when he was fishing. My mother *thinks* he'll come *back* so she *makes* his breakfast *every* morning. That's my father's *picture* on the wall."

The story *worried* Jerry, and when Mrs. Searcy returned and *poured* three cups of coffee, he *looked* even more worried. Suddenly the door *opened* and the man in the picture walked *into* the room. Jerry jumped *up* and ran *out* of the room. Catherine's father *didn't* understand, but he knew that Catherine was a good storyteller. Catherine just laughed.

UNIT 44

Exercise 1

Laura Diaz:

1. A: What's she doing?
B: She's buying souvenirs/shopping.
2. A: How long has she been shopping/buying souvenirs?
B: She's been shopping/buying souvenirs since 9:00.
3. A: How many souvenirs has she bought?
B: She's bought several.

Lisa Pucci:

1. A: What's she doing?
B: She's taking pictures.
2. A: How long has she been taking pictures?
B: She's been taking pictures since 9:15.
3. A: How many has she taken?
B: She's taken about twenty.

Dennis and Clara Woll:

1. A: What are they doing?
B: They're visiting museums and galleries.
2. A: How long have they been visiting museums and galleries?
B: They've been visiting museums and galleries since 8:30.
3. A: How many have they visited?
B: They've visited one.

Exercise 2

1. I've been using this book for a long time. I've done forty-four units.
2. They've been writing for an hour. They've done all their homework.

UNIT 45

Exercise 1

1. A. is the one that painted a famous picture.
B. The "Mona Lisa" is the picture he painted.
2. A. is the one that went to the moon in a spaceship.
B. The Apollo XI is the spaceship he went in.
3. A. is the one that wrote a famous piece of music.
B. "An American in Paris" is the piece he wrote.

Exercise 2

1. That's the horse that won.
2. That's the exam they passed.
3. They're the people that the helicopter rescued.
4. That's the volcano that erupted.
5. That's the house he rents.
6. She's the movie star that he's going to interview.
7. That's the food he cooked.
8. She is the fire fighter that rescued the child.
9. They're the apples I want.
10. That's the dog that buried the bone.

UNIT 46

(Suggested answers are given for all exercises)

Exercise 1

- B: I'd like to get two seats for the concert.
B: I'd like Thursday.
B: Eight o'clock.
B: I'm not sure.
B: How much is it in the middle section?
B: \$45! That's a little too expensive for us. How much is it in the back?
B: That's fine. I'll take them.

Exercise 2

- B: Do you have any seats left on the City Tour tomorrow?
B: Is that the tour that includes the Empire State Building/the World Trade Center?
B: How long does the whole tour take?
B: Should I pay you now?
B: Cash./Credit card.

Exercise 3

- B: I'd like to make a reservation for tonight.
B: Eight o'clock.
B: There are (eleven) of us.
B: I know, but we are regular customers.

UNIT 47

Exercise

Peter Buick:

- A. He likes listening to electronic music.
He likes spending money and new clothes.
- B. He doesn't like washing dishes.
He doesn't like paying taxes.
- C. He's afraid of being poor.

Michelle Miller:

- A. She likes listening to modern jazz.
She likes going to clubs and expensive restaurants.
- B. She doesn't like staying home.
She doesn't like (watching) television.
- C. She's afraid of flying.

Bill Perryman:

- A. He likes listening to opera.
He likes boxing and fast cars.
- B. He doesn't like getting up early.
He doesn't like shaving.
- C. He's afraid of going to the dentist.

UNIT 48

Exercise 1

(Suggested answer. Students' answers will vary.)

Good morning, I'm _____, and here is the latest weather report from Channel 15. First, the national picture. The Pacific Coast will be warm and sunny. In the Rockies there will be heavy rain. The Midwest will be windy and rainy with highs in the 50s. Over to the Northeast, where there will be snow and cold temperatures. The Southeast will be cloudy, with thunderstorms in Florida.

Exercise 2

1. They might stay home, or they might go out.
2. She might watch television, or she might listen to the radio.
3. He might play football, or he might play tennis.
4. I might have tea, or I might have coffee.
5. We might fly, or we might drive.

Exercise 3

Good morning, Jessica.
Hello, Paul. It's a nice day, isn't it?
Yes, it's beautiful. What are you doing today?
I might go for a walk in the park.
Well, take a raincoat. It might rain this afternoon.

Exercise 2

1. I've been using this book for a long time. I've done forty-four units.
2. They've been writing for an hour. They've done all their homework.

UNIT 45

Exercise 1

1. A. is the one that painted a famous picture.
B. The "Mona Lisa" is the picture he painted.
2. A. is the one that went to the moon in a spaceship.
B. The Apollo XI is the spaceship he went in.
3. A. is the one that wrote a famous piece of music.
B. "An American in Paris" is the piece he wrote.

Exercise 2

1. That's the horse that won.
2. That's the exam they passed.
3. They're the people that the helicopter rescued.
4. That's the volcano that erupted.
5. That's the house he rents.
6. She's the movie star that he's going to interview.
7. That's the food he cooked.
8. She is the fire fighter that rescued the child.
9. They're the apples I want.
10. That's the dog that buried the bone.

UNIT 46

(Suggested answers are given for all exercises)

Exercise 1

- B: I'd like to get two seats for the concert.
B: I'd like Thursday.
B: Eight o'clock.
B: I'm not sure.
B: How much is it in the middle section?
B: \$45! That's a little too expensive for us. How much is it in the back?
B: That's fine. I'll take them.

Exercise 2

- B: Do you have any seats left on the City Tour tomorrow?
B: Is that the tour that includes the Empire State Building/the World Trade Center?
B: How long does the whole tour take?
B: Should I pay you now?
B: Cash./Credit card.

Exercise 3

- B: I'd like to make a reservation for tonight.
B: Eight o'clock.
B: There are (eleven) of us.
B: I know, but we are regular customers.

UNIT 47

Exercise

Peter Buick:

- A. He likes listening to electronic music.
He likes spending money and new clothes.
- B. He doesn't like washing dishes.
He doesn't like paying taxes.
- C. He's afraid of being poor.

Michelle Miller:

- A. She likes listening to modern jazz.
She likes going to clubs and expensive restaurants.
- B. She doesn't like staying home.
She doesn't like (watching) television.
- C. She's afraid of flying.

Bill Perryman:

- A. He likes listening to opera.
He likes boxing and fast cars.
- B. He doesn't like getting up early.
He doesn't like shaving.
- C. He's afraid of going to the dentist.

UNIT 48

Exercise 1

(Suggested answer. Students' answers will vary.)

Good morning, I'm _____, and here is the latest weather report from Channel 15. First, the national picture. The Pacific Coast will be warm and sunny. In the Rockies there will be heavy rain. The Midwest will be windy and rainy with highs in the 50s. Over to the Northeast, where there will be snow and cold temperatures. The Southeast will be cloudy, with thunderstorms in Florida.

Exercise 2

1. They might stay home, or they might go out.
2. She might watch television, or she might listen to the radio.
3. He might play football, or he might play tennis.
4. I might have tea, or I might have coffee.
5. We might fly, or we might drive.

Exercise 3

Good morning, Jessica.
Hello, Paul. It's a nice day, isn't it?
Yes, it's beautiful. What are you doing today?
I might go for a walk in the park.
Well, take a raincoat. It might rain this afternoon.

UNIT 49

Exercise 1

1. They began playing football at three o'clock.
2. She started driving an hour ago.
3. We started shopping after lunch.
4. I began writing five minutes ago.
5. He started working at nine o'clock.
6. You began reading ten minutes ago.
7. It began raining three hours ago.
8. She started studying English in December.
9. Kevin began typing at 10:30.
10. The sun started shining this morning.

Exercise 2

Answers will vary.

Exercise 3

1. She's getting hungry.
2. She's getting worried.
3. They're getting tired.
4. He's getting thirsty.
5. She's getting angry.
6. It's getting cold.

UNIT 50

Exercise 1

Come out of the school, turn left, take the first street on the right, and go over the bridge. What can you see on your left? *The supermarket.* At the intersection, turn left, go past the fountain, and follow the road around to the traffic lights. There's a street to your left. What can you see at the end of it? *The museum.* Don't turn left, turn right. Walk down the street. What's on your left? *The shopping mall.* What's on your right? *The parking garage.* Continue to the end of the street, cross the street, and go through the park. What can you see opposite you? *The hospital.* Turn left and take the first right. Go under the railroad bridge and across the intersection. What's on your left? *The bus station.* Continue over the bridge and on to the traffic lights. What building did you pass? *The train station.* Turn right at the lights, and go under the bridge. Where are you? *Back at the high school.*

Exercise 2

(Answers may vary.)

Turn left and take the first right. Go past the hospital. Follow the street around the edge of the park and go past the police station. Turn left—the supermarket will be on your right. Go over the bridge. The movie theater is on the right.

Exercise 3

Students draw pictures.

UNIT 51

Exercise 1

Where are you from?
Where do you work?
Are you married?
Do you have any children?
Do you want to speak to anybody?

Exercise 2

Ask him why he's there.
Ask him how long he's been there.
Ask him how long he's going to stay there.
Ask him if he's going to jump.
Ask him if he wants to die.
Ask him why (he wants to die).

UNIT 52

Exercise 1

(Students' answers may vary.)

I have no idea where I live.
I don't know how old I am.
I have no idea if I have any children.
I don't know where I work.
I have no idea where I was born.
I don't know which school I went to.
I don't know if I've ever been in the hospital.
I have no idea how I hurt my head.
I don't know if I had an accident.
I wonder when I lost my memory.

Exercise 2

(This answer can vary within the parameters of Exercise 1.)

She doesn't know if she's married. She has no idea where she lives. She doesn't know how old she is. She has no idea if she has any children. She doesn't know where she works. She has no idea where she was born. She doesn't know which school she went to. She doesn't know if she's ever been in the hospital. She has no idea how she hurt her head. She doesn't know if she's had an accident. She wonders when she lost her memory.

UNIT 53

Exercise 1

1. The S.S. *Titan*, which is a supertanker, crashed into a cargo ship.
2. Ms. Laine, who lost her house, is sleeping in a hotel.
3. The temperature, which will be low today, will rise tomorrow.
4. The house, which was on the edge of a cliff, fell into the ocean.
5. The van, which belonged to the San Diego Zoo, contained two boxes of snakes.
6. The local residents, who are spending the night in a school, are afraid to go home.

Exercise 2

(Suggested answers)

Somewhere in the Chicago area, a thief is in for a big surprise. Yesterday evening someone stole a truck that was parked on Fairmont Road. The truck belonged to the Zingle Brothers Circus. Inside was a large box that contained a gorilla. The truck was on its way from Midway Airport to the circus. The thief took the truck while the driver was eating a sandwich from the coffee shop.

Exercise 3

who, out, night, find, was, of, during, down, into, to

Exercise 4

The nine-letter word is: *contained*

Other possibilities are: *and, can, coat, dent, dine, eat, end, tide, tin, ton*

UNIT 54

Exercise 1

1. She's a young woman.
She's tall with long, curly dark hair.
She's wearing a T-shirt.
2. He's an elderly man.
He's short, bald, and wears glasses.
He's wearing a sweater.
3. She's a middle-aged woman.
She's short, with medium-length, straight dark hair.
She's wearing a blouse.

Exercise 2

Answers will vary.

Exercise 3

1. There was nothing else.
2. There was nowhere else.
3. There was no one else.

UNIT 55

Exercise 1

1. Before she serves beverages, she'll give out earphones.
After she serves beverages, she'll serve lunch.
2. Before she picks up lunch trays, she'll serve coffee.
After she picks up lunch trays, she'll start the movie.
3. Before she prepares to land, she'll pick up the earphones.
After she prepares to land, she'll say good-bye to the passengers.

Exercise 2

1. As soon as he goes through the security check, he'll go to the gate.
2. As soon as they call the flight, he'll board the plane.
3. As soon as he gets on the plane, he'll fasten his seat belt.

Exercise 3

1. When he picks up his luggage, he'll rent a car.
2. When he leaves the airport, he'll drive to the hotel.
3. When he gets to the hotel, he'll register.

UNIT 56

Exercise 1

1. go to Puerto Rico, they'll fly
2. If they go to Puerto Rico, they'll see
3. If they go to Puerto Rico, they'll enjoy
4. If they go to Puerto Rico, they'll enjoy
5. If they go to Puerto Rico, they'll get a free plane trip

Exercise 2

1. If they stay at the Depot Plaza, it'll cost them \$628.
2. If they stay at the Rialto Castle Hotel, it'll cost them \$609.

Exercise 3

Tropic Airlines
See Hawaii
Free plane trips to volcanoes.
Enjoy fantastic surfing and great food. See other beaches. Enjoy exciting nightlife.

Exercise 4

1. ...they'll stay for eight days.
2. ...they'll fly Tropic Airlines.
3. ...they'll enjoy fantastic surfing and great food.
4. ...they'll take free plane trips to volcanoes.
5. ...they'll enjoy exciting nightlife.
6. ...they'll see other beaches.

Exercise 5

1. If they stay at the Princess Leilani Hotel, it'll cost them \$1,776.
2. If they stay at the Surfmaid Inn, it'll cost them \$1,759.
3. If they stay at the Cherryton Waikiki Hotel, it'll cost them \$1,720.

UNIT 57 (REVIEW)

Exercise 1

- | | |
|--------------------|-------------------|
| 4. steal...stolen | 9. shook...shaken |
| 5. bled...bled | 10. hide...hidden |
| 6. keep...kept | 11. make...made |
| 7. struck...struck | 12. bite...bit |
| 8. stuck...stuck | |

Exercise 2

1. F 2. T 3. F 4. F

Exercise 3

Answers will vary.

Exercise 4

Answers will vary.

UNIT 58

Exercise 1

- road work ahead
- hairpin curve
- divided highway ends
- traffic light ahead
- slippery road
- deer crossing
- falling or fallen rocks
- two-way traffic ahead
- hospital to right
- railroad crossing
- no U-turn
- no left turn
- steep hill
- school crossing

Exercise 2

- If you park in the wrong place, you'll get a parking ticket.
- If you drive too fast, you'll get a speeding ticket.
- If you drink and drive, you'll pay a fine.
- If you don't put water in the radiator, the engine will overheat.
- If you drive over broken glass, you'll get a flat tire.

UNIT 59

Exercise 1

Answers will vary.

Exercise 2

November 28

Mr. Henry Kohl
167 Blue Ridge Road
Cleveland, Ohio 44101

Dear Mr. Kohl:

Thank you for your letter of November 19. We confirm your reservation for the nights of December 11 and 12. It is not necessary to send a deposit. We look forward to seeing you on December 11 and hope that you will enjoy your stay in Mexico City.

Yours sincerely,

J. Martinez
Manager

UNIT 60

Exercise 1

- Helen hadn't typed the letters and faxed them to Chicago.
- Chris hadn't photocopied the new price lists.
- Harry hadn't checked the accounts.
- Yolanda hadn't processed the orders.
- Roberta hadn't mailed the price lists.
- Sam hadn't written the April sales report.

Exercise 2

- They had left the hotel.
- They had stayed up too late.
- They had gotten up too early.
- They had gone to the bar.
- They had spoken to reporters.

Exercise 3

Answers will vary.

UNIT 61

Exercise 1

- When Annie arrived, the class had started.
- When the vice president arrived, the conference had begun.
- When Diane walked into the theater, the movie had begun.
- When I got to the party, Mrs. Gonzalez had served dinner.

Exercise 2

My *most* embarrassing experience *was* when I had just *finished* an expensive *meal* in a restaurant. I had *just* finished the meal when the waiter *brought* the check. I *put* my hand in my *pocket*, and my wallet *wasn't* there! My checkbook *wasn't* there either. Then I remembered! Before I *left* home, a button *had* fallen off my *jacket*. I *had* changed my jacket, but I had *left* my money in the other jacket.

Exercise 3

happened, had gone, had learned, had finished, continued, noticed, had forgotten

UNIT 62

Exercise 1

1. They'd been waiting for half an hour when the waiter brought the menu.
2. The house had been burning for twenty minutes when the fire fighters got there.
3. He'd been typing for an hour when the boss came in.
4. Boris Beaker had been playing tennis for fifteen years when he won the American Open.
5. The Dallas Cowboys had been playing for half an hour when they scored their first touchdown.
6. She'd been watching TV for 45 minutes when the phone rang.

Exercise 2

1. How long had they been sitting in the restaurant?
2. How long had she been working in Denver?
3. How long had he been living in Ecuador?
4. How long had they been driving?
5. How long had he been reading?
6. How long had they been studying?

Exercise 3

1. They painted it themselves.
2. He makes them himself.
3. They decorated it themselves.
4. She did them herself.
5. She makes them herself.
6. He did everything himself.

UNIT 63

Exercise 1

1. This necklace is made of silver.
2. These socks are made of nylon.
3. This sweater is made of wool.
4. These doors are made of wood.
5. This comb is made of plastic.
6. These rings are made of gold.

(Note: Some matchups are interchangeable; e.g., socks could be made of either nylon or wool.)

Exercise 2

1. "Cat Out of Hell" is second this week. It was second last week.
2. "Walk in Space" is third this week. It was first last week.
3. "House Party" is fifth this week. It was third last week.
4. "Connections and Departures" is seventh this week. It was fourth last week.
5. "Hold Me Tight" is eighth this week. It was twelfth last week.
6. "Like a Cat Out of Hell" was tenth this week. It was twenty-ninth last week.

Exercise 3

1. "Cat Out of Hell" hasn't moved.
2. "Walk in Space" has gone down two places.
3. "Bang Your Head Against the Wall" has gone up three places.
4. "Connections and Departures" has gone down three places.
5. "Hold Me Tight" has gone up four places.
6. "Don't Stay" has gone down four places.
7. "Like a Cat Out of Hell" has gone up nineteen places.

Exercise 4

Answers will vary.

Exercise 5

Answers will vary.

UNIT 64

Exercise 1

Answers will vary.

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Exercise 4

1. The telephone was invented by Alexander G. Bell.
2. "Blue Suede Shoes" was sung by Elvis Presley.
3. Mickey Mouse was created by Walt Disney.
4. Penicillin was discovered by Alexander Fleming.
5. Abraham Lincoln was killed in Washington, DC.
6. Toyotas are made in Japan.
7. The 1994 World Cup was won by Brazil.
8. Bananas are produced in Honduras.
9. *Romeo and Juliet* was written by Shakespeare.
10. The Empire State Building was built in 1931.

UNIT 65

Exercise 1

1. **Ms. Navarro:** Has the swimming pool been cleaned?
Manager: Yes, it has.
Ms. Navarro: When was it done?
Manager: It was done at 8:00.
2. **Ms. Navarro:** Have the beds been made?
Manager: Yes, they have.
Ms. Navarro: When were they done?
Manager: They were done at 9:00.
3. **Ms. Navarro:** Have the kitchenettes been cleaned?
Manager: Yes, they have.
Ms. Navarro: When were they done?
Manager: They were done at 10:00.
4. **Ms. Navarro:** Have the broken stairs been fixed?
Manager: No, they haven't. Not yet.
Ms. Navarro: When will they be done?
Manager: They'll be done at 11:30.
5. **Ms. Navarro:** Have the tables been set up for lunch?
Manager: No, they haven't. Not yet.
Ms. Navarro: When will they be done?
Manager: They'll be done at 11:45.
6. **Ms. Navarro:** Have the reservations been checked?
Manager: No they haven't. Not yet.
Ms. Navarro: When will they be done?
Manager: They'll be done at 12:00.

Exercise 2

1. The swimming pool is usually cleaned at 8:00.
2. The beds are usually made at 9:00.
3. The kitchenettes are usually cleaned at 10:00.
4. The coffee shop is usually cleaned at 10:30.
5. The lunch menus are usually typed at 11:00.

UNIT 66

Exercise 1

- | | |
|-------------------|--------------------|
| 5. choose...chose | 9. send...sent |
| 6. fight...fought | 10. broke...broken |
| 7. lie...lay | 11. bored...bored |
| 8. run...ran | 12. build...built |

Exercise 2

1. Someone's opening her letters.
She doesn't know who it is, but her letters are being opened.
2. Someone's watching her apartment.
She doesn't know who it is, but her apartment is being watched.
3. Someone's listening to her phone calls.
She doesn't know who it is, but her phone calls are being listened to.
4. Someone's recording her conversations.
She doesn't know who it is, but her conversations are being recorded.
5. Someone's following her car.
She doesn't know who it is, but her car is being followed.

Exercise 3

1. She didn't know who had stolen it, but it had been stolen!
2. She didn't know who had taken it, but it had been taken!
3. She didn't know who had broken it, but it had been broken!
4. She didn't know who had put it in her bed, but it had been put there!
5. She didn't know who had searched it, but it had been searched!
6. She didn't know who had emptied them, but they had been emptied!

Exercise 4

1. She was contacted every day.
2. She had been given a gun before she left.
3. She is being followed everywhere.
4. Her apartment has been broken into three times!
5. She will be met tomorrow in a coffee shop.
6. She will be given instructions.

Exercise 5

(Suggested answers)

found, who, he was, shot, had, people, was seen in, been, being

UNIT 67

Exercise

Space Trek VIII:

1. It was produced by Gene Raspberry.
2. It was directed by Leonard Nimbus.
3. It was written by David Klingfilm.
4. The music was composed by Princess.
5. It was played by Princess.
6. It's being shown at the TransAm Theater on Third Avenue.
7. It can be seen at other locations starting next Friday.

Wildlife of the Earth:

1. It was written by Margaret Heiberger.
2. It was illustrated by April Okano.
3. The photos were taken by Pam O'Neil.
4. It was printed in full color by Oxbow Books.
5. It will be published next month.

Tracy Chaplin:

1. It was recorded live at the Rainbow Theater.
2. It was produced by Pat Rothman.
3. The piano was played by Daryl Dragon.
4. The bass was played by Jose Vargas.
5. The drums were played by Ted Duke.
6. Tracy was accompanied by Melissa Chaplin.
7. All the songs were written by Tracy Chaplin.

UNIT 68

Exercise 1

1. He joined Essanay Studios where he made 14 movies in one year.
2. He worked for Mutual Films where he made \$670,000 in one year.
3. He visited Europe where he was met by large crowds everywhere.
4. He went to England where he made *The King in New York*.
5. He went to England again where he made *Countess from Hong Kong*.
6. He returned to Hollywood where he was given an Oscar.
7. He went to London where he was knighted by the Queen.
8. He died in Switzerland where he was buried.

Exercise 2

1. He first went to the U.S.A. when he was twenty-one.
2. He went to Hollywood and made his first movie when he was twenty-four.
3. He formed United Artists when he was thirty.
4. He married Oona O'Neill when he was fifty-four.
5. He returned to Hollywood and was given an Oscar when he was eighty-three.
6. He died in Vevey, Switzerland, when he was eighty-eight.

Exercise 3

1. Lita Grey became his wife in 1924.
2. Paulette Goddard became his wife in 1936.
3. Oona O'Neill became his wife in 1943.

Exercise 4

1. He became rich and famous in 1916.
2. He never became a U.S. citizen.
3. He became an Oscar winner in 1972.
4. He became Sir Charles Chaplin in 1975.

Exercise 5

1. He was born in 1889.
2. He was born in London.
3. He was English.
4. He made most of his movies in the United States.
5. He was married four times.
6. He left the U.S.A. because his political opinions made him unpopular.
7. He died in Vevey, Switzerland.
8. He is buried in Corsier.

Exercise 6

(Suggested answer. Students' answers will vary.)

Charlie Chaplin is wearing a bowler hat, an old-fashioned shirt, tie, and jacket, worn pants, and big shoes. He is unshaven, with a mustache, and a pathetic expression on his face. He is standing bowlegged with a cane, and he has a flower in his lapel.

UNIT 69

Exercise 1

1. If they had enough time, they'd take a vacation.
2. If Sandra had the qualifications, she'd change her job.
3. If he had the correct change, he'd make a phone call.
4. If they had a radio, they'd listen to the football game.

Exercise 2

1. If Kate could drive, she'd work as a bus driver.
2. If Tom could get a visa, he'd live in the United States.
3. If they could get tickets, they'd go to the game.
4. If she could speak French, she'd get a job in Montreal.

Exercise 3

1. If it were warmer, he'd get a suntan.
2. If she were richer, she'd buy a car.
3. If the questions were easier, they'd answer them.
4. If she were older, she'd apply for the job.

UNIT 70

Exercise 1

(Answers may vary according to items chosen from the menu.)

1. A: What are you having?
B: I don't know. I can't decide.
A: I'd have a ham and cheese sandwich if I were you. I had it last time I was here. It was great.
2. A: What are you having?
B: I don't know. I can't decide.
A: I'd have a roast beef sandwich if I were you. I had it last time I was here. It was great.
3. A: What are you having?
B: I don't know. I can't decide.
A: I'd have an egg salad sandwich if I were you. I had it last time I was here. It was great.

Exercise 2

Would you like a regular or a large pizza?
Anything to start?
Could you just bring me some iced water, please?

Exercise 3

Answers will vary.

Exercise 4

1. boiled: cooked in boiling water
2. steamed: cooked over boiling water
3. fried: cooked in oil in a pan
4. baked: cooked in an oven without fat or oil
5. roasted: cooked with fat in an oven
6. grilled: cooked over or under a flame

UNIT 71

Exercise 1

1. A. I'd attract more businesses to the state.
B. If we had more businesses, we'd have more jobs.
C. If we had more jobs, we'd have less unemployment.
2. A. I'd build new hospitals.
B. If we had new hospitals, we'd have healthier people.
C. If we had healthier people, we'd have more productivity.
3. A. I'd build more roads.
B. If we had more roads, farmers could get food to the market quicker.
C. If farmers could get food to the market quicker, we'd have cheaper food.
4. A. I'd increase taxes on food and clothes.
B. If we had higher taxes on food and clothes, we'd have more money.
C. If we had more money, we could reduce personal taxes.
5. A. I'd increase the tax on gasoline.
B. If we had a higher tax on gasoline, people would drive less.
C. If people drove less, we'd have less pollution.
6. A. I'd build more jails and prisons.
B. If we had more jails and prisons, we could keep more criminals behind bars.
C. If we kept more criminals behind bars, we'd have less crime and violence.

Exercise 2

Answers will vary.

UNIT 72

Exercise 1

Answers will vary.

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

UNIT 73

Exercise

(Suggested answers)

Immediate Needs

send food, send blankets, send helicopters,
send doctors and nurses, build temporary housing,
send blood plasma, send medicines

Future Needs

build bridges, send trucks, build hospitals, provide
agricultural equipment, send fertilizer and pesticides,
construct roads, introduce irrigation systems, train
doctors and nurses, plant seeds, teach farmers, send
farm animals

- A. Food must be sent immediately.
Blankets must be sent immediately.
Helicopters must be sent immediately.
Doctors and nurses must be sent immediately.
Temporary housing must be built immediately.
Blood plasma must be sent immediately.
Medicines must be sent immediately.
- B. Bridges must be built, but they can't be built yet.
They can be built later.
Trucks must be sent, but they can't be sent yet.
They can be sent later.
Hospitals must be built, but they can't be built yet.
They can be built later.
Agricultural equipment must be provided, but it
can't be provided yet. It can be provided later.
Fertilizer and pesticides must be sent, but they
can't be sent yet. They can be sent later.
Roads must be constructed, but they can't be
constructed yet. They can be constructed later.
Irrigation systems must be introduced, but they
can't be introduced yet. They can be introduced
later.
Doctors and nurses must be trained, but they can't
be trained yet. They can be trained later.
Seeds must be planted, but they can't be planted
yet. They can be planted later.
Farmers must be taught, but they can't be taught
yet. They can be taught later.
Farm animals must be sent, but they can't be sent
yet. They can be sent later.

UNIT 74

Exercise 1

1. (that) Derek Bow was World Champion.
2. that the president was in California.
3. (that) Rude E. Mallet was in town.

Exercise 2

1. She said that was her first visit to England.
She said she was going to play at Wimbledon.
She said she had trained very hard.
She said she wanted to win.
She said she had a good chance.
She said she had won the U.S. Open the month before.
She said she would be in England for three weeks.
2. She said it was nice to be home again.
She said she had come to make a new movie.
She said her children would be there the next week.
She said her husband wouldn't be with her.
She said she was going to divorce him.
She said they didn't love each other anymore.
She said she had sold her house in Hollywood the month before.
She said she couldn't tell us any more.
3. He said he didn't want to say much.
He said he hadn't spoken to his lawyer yet.
He said the stories about him weren't true.
He said he hadn't stolen the money.
He said he had never stolen anything.
He said he couldn't understand the newspaper reports.
He said he wasn't a criminal.
He said he was just an ordinary person.
He said he wouldn't answer any more questions.

Exercise 3

She sings in a rap band.
I've known her for three days.
We met last week.
We're going to get married!
I won't come to the wedding!

UNIT 75

Exercise

1. They asked why I had two passports.
2. They asked why I didn't have a visa.
3. They asked who I worked for.
4. They asked if I was a secret agent.
5. They asked why I was carrying a gun.
6. They asked if it had been fired.
7. They asked if I'd contacted anybody there.
8. They asked when I entered the country.
9. They asked how I entered the country.
10. They asked if I'd been there before.
11. They asked if anybody was with me.
12. They asked why I was there.
13. They asked why I was carrying \$25,000.
14. They asked if I'd brought the money with me.
15. They asked when I would leave the country.
16. They asked who killed the man in my hotel room.
17. They asked if I would work for them.
18. They asked why I wouldn't work for them.

UNIT 76

Exercise 1

1. Mr. Price asked what the weather was like.
The travel agent replied that it was warm and sunny at this time of year.
2. Mrs. Price asked how they would travel around in England.
The travel agent replied that they could rent a car.
3. Mr. Price asked if it was expensive.
The travel agent replied that it was about the same as here.
4. Mrs. Price asked if they would like the food.
The travel agent replied that they might not like it.

Exercise 2

1. Where do you live?
2. Where did you go to school?
3. How many countries have you visited?
4. Have you been a tour guide before?
5. Do you like children?
6. Can you drive?
7. Will you be able to travel?
8. What is your favorite country?
9. How many languages can you speak?
10. Why do you want to change your job?

UNIT 77

Exercise 1

1. She's had the radiator filled.
2. She's had the battery checked.
3. She's had the oil changed.
4. She's had the tires rotated.
5. She's had the lights tested.

Exercise 2

1. They're going to have central heating put in.
2. They're going to have the house rewired.
3. They're going to have the exterior repainted.
4. They're going to have the interior walls restored.
5. They're going to have new windows put in.
6. They're going to have the door changed.

Exercise 3

1. You should have your eyes tested.
2. You should have your blood pressure checked.
3. You should have your heart rate checked.
4. You should have your throat examined.

Exercise 4

Answers will vary.

UNIT 78

Exercise

1. afternoon, Last, making, -year-, was, had, some, some, the, rang, told, to, answer
2. was, phone, would, making, cake, was, to, got, father, mother, up, salt
3. salt, bowl, it, came, if, had, hadn't, the, into, oven
4. after, cup, slice, cake, delicious, had, him, smile, asked, was, asked, was

UNIT 79

Exercise

Caldas

2. "I'll open my own restaurant one day."
3. "I have several assistants."
4. "I learned my job in Paris."
5. "I wash my hands several times a day."
6. "I work every evening."
7. "I've never served canned food in my life."

Cabot

1. "I have to carry a lot of change."
2. "I drive very carefully."
3. "I'm worried about gas prices."
4. "I never drive a car on my days off."
5. "I know every street in New York."
6. "I've heard some very interesting conversations."
7. "I often work at night."

Stanton

2. "I don't have very many teeth."
3. "My nose has been broken several times."
4. "I'm a famous person."
5. "I will retire at 36."
6. "I wear a white jacket, white pants, and a black belt when I'm working."
7. "I've never lost a match."

UNIT 80

Exercise 1

Florence:

1. She hopes to get into medical school.
2. She wants to help other people.
3. The sciences are Biology, Chemistry, Math, and Physics.
4. It takes about six years.
5. She plans to work overseas for a while.

Bruce:

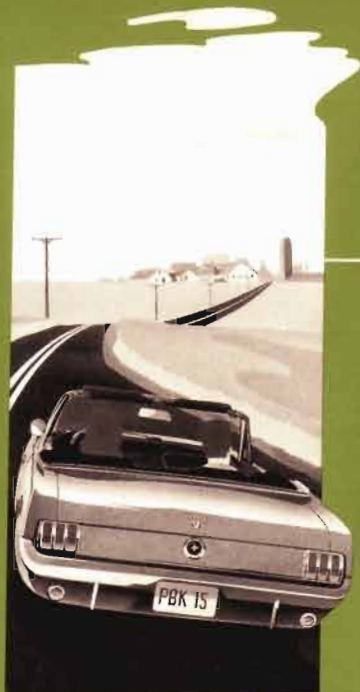
1. Bruce has been working at the New York Bank for eight years.
2. Yes, he does.
3. The job is tiring and stressful, and he would like to spend more time with his family.
4. He doesn't get much time to play with his kids.
5. He might stay home and look after the kids.

Exercise 2

Answers will vary.

REVIEW (UNITS 41–80)

41. birth
42. hat, bag
43. clear gray
44. saving
45. arrested
46. \$45
47. being
48. heavy snow
49. had
50. third floor
51. move
52. believe
53. poisonous
54. head
55. before
56. stuck
57. \$700
58. see
59. for
60. artificial respiration
61. slapped
62. enough
63. toy
64. Uranium
65. built
66. caught
67. threatened
68. forty-two
69. had
70. quarter pounder
71. had worked hard
72. would travel
73. entertained
74. comment
75. describe
76. oil refinery
77. lengthened
78. put, into
79. permission
80. apartment



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