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INTERFACE CANADA

Teacher's Book 1

Revised Edition

Canada 

INTERFACE CANADA

Teacher's Book 1

by

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INTRODUCTION TO THE TEACHER'S BOOK

INTERFACE CANADA is a series for adults studying English as a second language. The series, which covers the beginning to upper-intermediate levels, provides a functional-notional syllabus as well as a structural syllabus. The material is designed primarily to develop speaking and listening skills, with a special emphasis on language used in the office.


The *INTERFACE CANADA* series consists of student books 1 to 8, teacher books 1 to 8, and Role Playing for Consolidation - student and teacher books, with accompanying cassettes and/or CD-ROMs. Each book provides approximately fifty hours of classroom instruction.

Each Teacher's Book includes:

- instructions to the teacher for presenting material and doing practice exercises
- the entire student's book, with cross-referencing to allow the teacher to work from a single book
- answer keys added to the exercises in italics

Each unit in the Teacher's Book is divided into three sections: Presentation, Study, and Practice.

I PRESENTATION

This section provides the techniques, procedures, and activities for presenting the new language of the unit. A corresponding section in the student's book, called **Getting Started**, consists of material (charts, illustrations, modified cloze exercises, ...) that the students need to carry out certain activities during the Presentation. The flag symbol  indicates an opportunity for cross-cultural discussion.

Phases

The Presentation is made up of five phases:

1. Leading into the topic
2. Introducing the language
3. Focussing on the exponents
4. Focussing on structures
5. Trying the new language

Techniques

Eight different techniques are used, individually or in combination, to present language to the students. These techniques are indicated in the left-hand margin of the Presentation. They are:

1. **Face-to-face** – exploiting the real situation of the students in the classroom.
2. **Realia** – real objects or people in the classroom, used as cues to elicit language from the students.

3. **Illustration** – photographs, drawings, graphs and the like.
4. **Tape/CD** – dialogues, conversations with several speakers, monologues and narration.
N.B.: All references to “tape” include CD-ROM.
5. **Text** – articles from newspapers or magazines, notes, memos, notices, conversations or scripts.
6. **Situation** – The students are given information about the speakers’ relationships to each other and the social context in which they interact.
7. **Flow chart** – a diagram which shows a step-by-step progression through a possible conversation and different possibilities which can occur at each step.
8. **Telegraphic cues** – The teacher conducts a brainstorming discussion based on a situation and jots the items on the blackboard in telegraphic form. The items are then used as cues to elicit exponents from the students.

II STUDY

This section consists of one or more Study pages, which include:

- functions and language
- structural paradigms
- notes on usage

The Study section is exactly the same in the Student’s Book as in the Teacher’s Book.

III PRACTICE

This section contains the student’s practice exercises as well as instructions to the teacher for conducting the practices. The practices within a unit progress from fairly controlled to more open-ended. In general, the practices:

- stress learning to speak in authentic situations and using natural language appropriate to those situations
- involve frequent pair and group work
- include a wide variety of role plays and information-gap activities
- draw on the learner’s personal experience whenever possible

The practices can be adapted in a variety of ways and many of them lend themselves to taping or videotaping.

Abbreviations Used in the Teacher’s Book

S	- student
Ss	- students
SB	- Student’s Book
BB	- blackboard

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UNIT 1

TALKING ABOUT YOURSELF

PRESENTATION

*The arrival of the students at the school provides a good opportunity to exploit the functions of **introducing yourself** and **talking about yourself**.*

PART I INTRODUCING YOURSELF

To focus on the exponents for introducing yourself

Face-to-face

- 1) Greet the class and introduce yourself, for example:

Hi. I'm your teacher. My name's Brenda Murphy.

- 2) Provide the Ss with models for introducing themselves.

Introduce yourself to different Ss and have them respond, for example:

Teacher: Hi. I'm Brenda Murphy.

Student: Hi. I'm Richard Garneau.

Teacher: Nice to meet you.

Student: Nice to meet you.

- 3) Write the exponents on the BB. See STUDY p. 3.

To have the Ss try introducing themselves

- 4) Have the Ss go around the class and introduce themselves to one another. Encourage them to vary their exponents.

PART II TALKING ABOUT YOURSELF

To focus on the exponents for talking about yourself

Face-to-face

- 1) Inform the Ss that each of them will talk to the class about him/herself.

Present a model for the Ss and write it on the BB, for example:

My name's Brenda Murphy.
I'm an English teacher.
I work for the Public Service Commission.
I live in Ottawa but I'm from Vancouver.

- 2) Ask the Ss what items of information you gave about yourself. List the categories on the BB beside the exponents.

i.e.

- name
- job/occupation
- where I work
- where I live
- where I'm from

- 3) Referring to the categories on the BB, have each S give this information about him/herself.

Have the Ss give other information about themselves if they're able to.

- 4) Have the Ss turn to STUDY, SB p. 1, and write down information about themselves in the spaces provided. See p. 3.

Go around the class and check what the Ss have written.

To have the Ss try the language for talking about yourself

- 5) Write the following cues on the BB:

- | | |
|-------------------|----------------------|
| 1. your name | 4. where you live |
| 2. your job | 5. where you're from |
| 3. where you work | |

- 6) Divide the Ss into pairs. Have them talk to each other about themselves, referring to the cues on the BB.

STUDY

SB p. 1

INTRODUCING YOURSELF

Hi. I'm
Hello. My name is
Hi. My name's

Brenda Murphy.

RESPONDING

Pleased to meet you. I'm
Richard Garneau.
Hello, Brenda. I'm Isabelle
Picard. Nice to meet you.

TALKING ABOUT YOURSELF

My name's _____

I'm a/an _____

I work for _____

I live in _____

I'm from _____

PRACTICE

PRACTICE 1

To the teacher

- 1) Go over the instructions with the Ss.
- 2) Play the tape or CD-ROM and have the Ss do the practice.
- 3) Correct with the Ss.

P=1
LISTEN / WRITE

SB p. 3



Listen to the tape or CD-ROM and fill in the blanks to complete what the people say about themselves.

Script
KEY

1. I'm Lucille Tremblay. I'm
a clerk with National Defence. I'm from Montréal.
2. My name's David Turner. I work for
General Computers. I'm an auditor. I live
in Ottawa.
3. My name is Cynthia Kim. I'm a
translator with the government. I'm from Alberta
originally, but now I live in Ottawa.
4. I'm Kurt Becker. I'm a
bank manager. I work at the Savings Bank downtown.

5. My name's Melissa Robbins. I'm a model. I work for a fashion magazine and I live in New York.

To the teacher

PRACTICE 2

- A. 1) Go over the instructions and do an example with the Ss.
2) Have the Ss complete the conversations.
3) Correct with the Ss.

P=2

SB p. 4

WRITE / SPEAK

To practise introducing yourself and talking about yourself.

- A. Complete the conversations in the spaces provided.

Suggested
KEY

1.

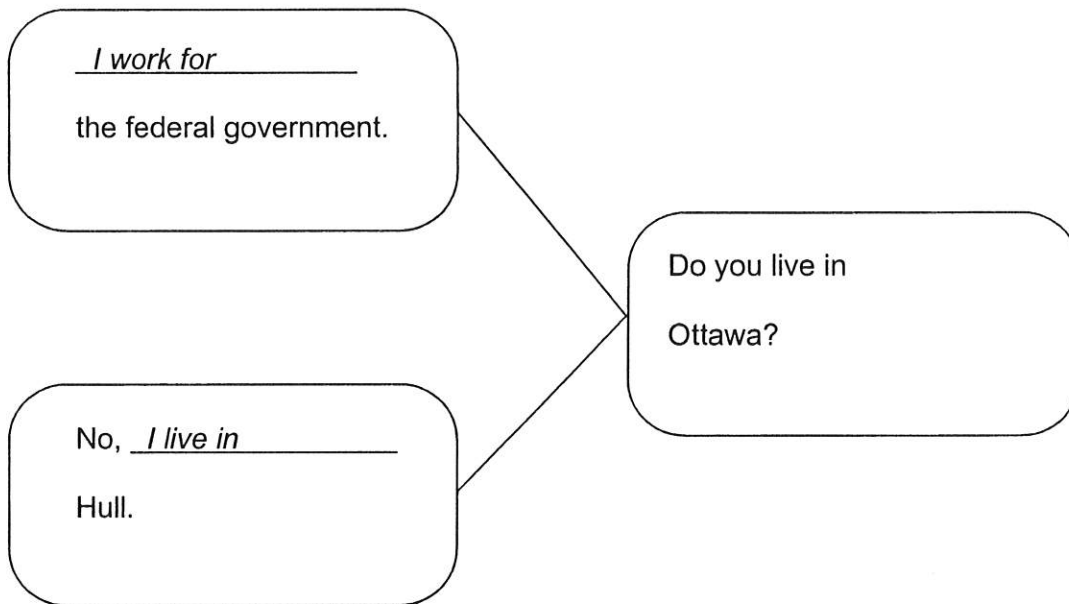
Hello, my name's
Janice Gilbert.

What do you do, Don?

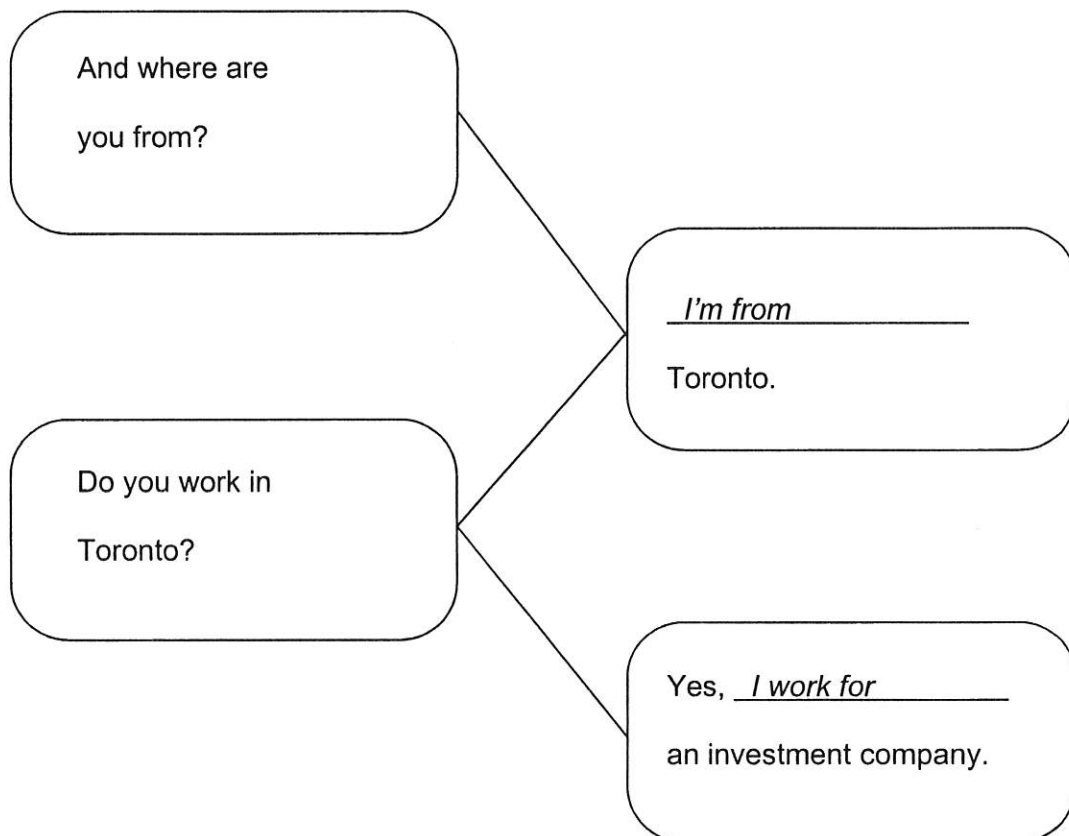
Pleased to meet you.
I'm Don Rivers.

I'm a
training officer.

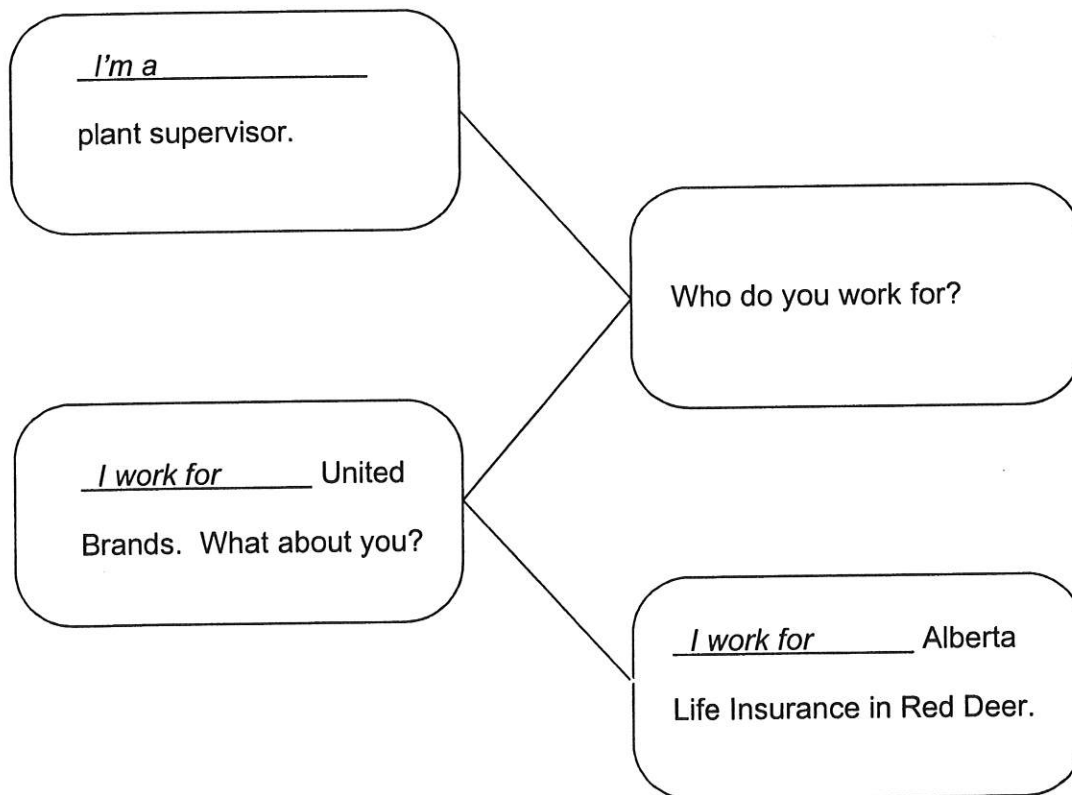
2.



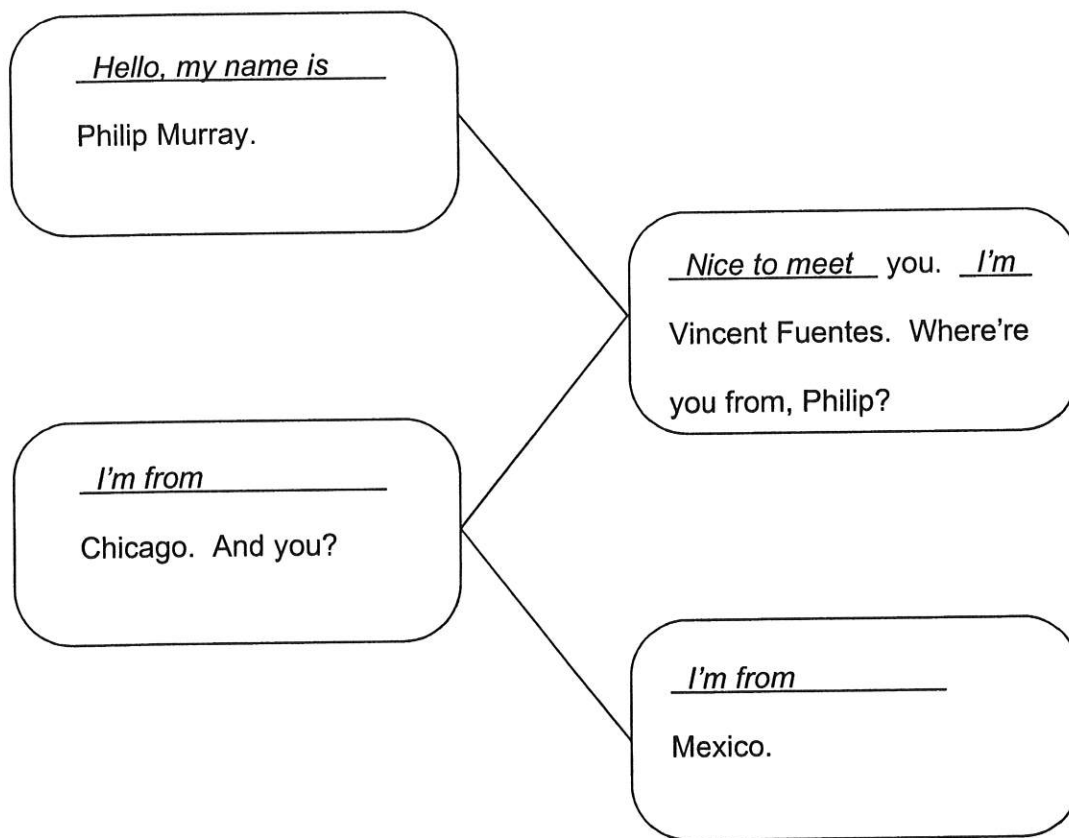
3.



4.



5.



6.

Oh, you're from Manitoba
too. My name's Jack.

Hi Jack. I'm
Bill Striker.

Where do you work,
Bill?

I work for
Agriculture Canada.

7.

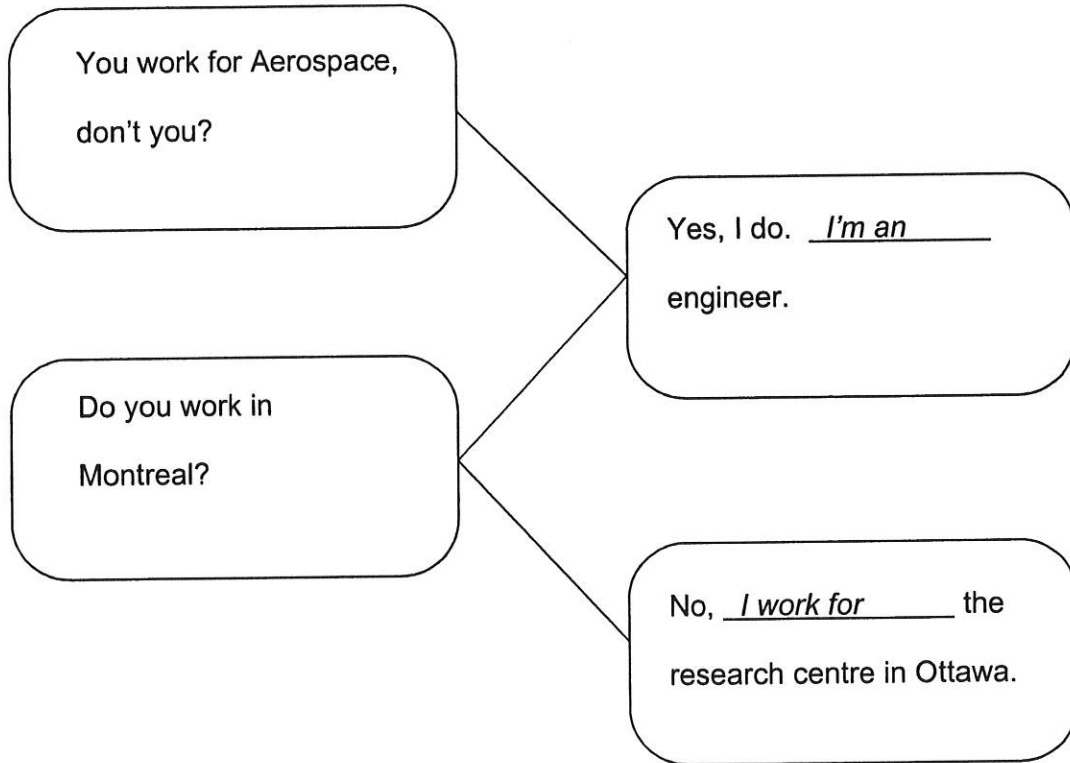
Are you with Fisher
Instruments?

No, I work for
Century Mines.

Then you're from B.C.

No. I'm from
the Yukon.

8.



To the teacher

- B. 1) Divide the Ss into pairs.
- 2) Have each pair of Ss first read aloud all of one S's conversations and then all of the other S's conversations.

SB p. 7

- B. Work with a partner.

Practise your corrected conversations and those of your partner.

UNIT 2

OCCUPATIONS AND PROFESSIONS

PRESENTATION

To lead into the topic of saying what someone's occupation is

Face-to-face

- 1) Present some examples of saying what someone's occupation is. You can refer to different people in the class, for example:

I'm a teacher.
You're a student.
We're public servants.
Robert's an accountant.
Suzanne's an auditor.

Write some of these on the BB.



- 2) Have the Ss try to provide some examples. Discuss cultural attitudes towards certain occupations and professions.

To focus on:

- exponents for saying what someone's occupation is
- verb "to be" – affirmative
- "a/an"
- plural of nouns

Text

- 3) Have the Ss turn to SB p. 9. See p. 12.
- 4) For each number:

Have the Ss try to say what the person's occupation is, using the words in the boxes.

Write the answer on the BB. See KEY. Ss write the answer in the space provided.

Explain the relevant grammar. See STUDY p. 15.

1

Saying What Someone's Occupation Is

SB p. 9

1.

John

clerk

KEY John's a clerk.

2.

Diane and Eric

doctors

Diane and Eric are doctors.

3.

I

auditor

I'm an auditor.

4.

you

English teacher

You're an English teacher.

5.

they

secretaries

They're secretaries.

6.

she

supervisor

She's a supervisor.

7.

Barbara

engineer

Barbara's an engineer.

8.

we

students

We're students.

9.

Mike

electrician

Mike's an electrician.

10.

Anita

receptionist

Anita's a receptionist.**To focus on:**

- exponents for asking what someone's occupation is
- verb "to be" – interrogative and negative

Text

- 5) Have the Ss turn to SB p. 11 and look at some conversations in which people ask and say what someone's occupation is. See script p. 14.

Tape/CD

- 6) Have the Ss do the modified cloze:



Play the tape or CD-ROM. Have the Ss try to fill in the blanks as they listen.

Stop the tape or CD-ROM after each conversation to go over the answer(s) with the Ss. See KEY.

Explain the interrogative and negative forms of the verb to be. See STUDY p. 15.

Asking and Saying What Someone's Occupation Is

SB p. 11

CONVERSATION 1

KEY A: Are they lawyers?

B: Yes, they are.

CONVERSATION 2

A: Is Donna an accountant?

B: Yes, she works on the sixth floor.

CONVERSATION 3

A: Larry isn't an orderly. He's a nurse.

B: Is Ben a nurse too?

CONVERSATION 4

A: They're not pilots, are they?

B: No, they're flight attendants.

CONVERSATION 5

A: Are you a language teacher?

B: No, I'm not. I'm the secretary here.

CONVERSATION 6

A: Are you evening or day students?

B: We're evening students.

SAYING WHAT SOMEONE'S OCCUPATION IS

Indefinite Article, "a/an"

Plural of Nouns

Use "a" before consonant sounds.

I'm **a** teacher.
 You're **a** student.
 He's **a** union executive.

General rule: Add "s" or "es"

clerk	clerk <u>s</u>
technician	technician <u>s</u>
inspector	inspector <u>s</u>
secretary	secretari <u>es</u>
waitress	waitress <u>es</u>

Use "an" before vowel sounds.

She's **an** accountant.
 He's **an** engineer.
 She's **an** honorable judge.

Verb "to be"		
Affirmative	Interrogative	Negative
I'm you're he's/she's/it's we're you're they're	am I? are you? is he/she/it? are we? are you? are they?	I'm not you're not he's/she's/it's not we aren't you aren't they aren't

OCCUPATIONS AND PROFESSIONS

accountant	engineer	painter
architect	farmer	pharmacist
auditor	florist	photographer
baker	journalist	plumber
barber	lawyer	scientist
butcher	letter carrier	stock broker
carpenter	librarian	tailor
cashier	mechanic	teacher
dentist	musician	truck driver
doctor	nurse	typist
electrician	optometrist	veterinarian

PRACTICE

To the teacher

PRACTICE 1

- 1) Go over the instructions with the Ss.
- 2) Have the Ss work alone or in pairs to write in the occupations for each place.
- 3) Correct with the Ss.

P=1

WRITE

SB p. 15

To practise the vocabulary for occupations and professions.

Here are some places where people work.

For each place:

Choose appropriate occupations and professions from those listed in the box at the end of the practice. Write them in the space provided.

Add any other occupations you can think of.

**Suggested
KEY**

1.

OFFICE

secretary
typist
receptionist

2.

HOSPITAL

doctor
nurse
orderly

3.

RESTAURANT

waiter / waitress
chef
cook

4.

HOTEL

bellhop
desk clerk
doorman

5. BANK

teller

loans officer

security guard

7. NEWSPAPER

editor

photographer

reporter

6. SUPERMARKET

butcher

stock clerk

cashier

8. SCHOOL

principal

librarian

teacher

bellhop	doctor	orderly	security guard
butcher	doorman	photographer	stock clerk
cashier	editor	principal	teacher
chef	librarian	receptionist	teller
cook	loans officer	reporter	typist
desk clerk	nurse	secretary	waiter/waitress

To the teacher

PRACTICE 2

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss complete the conversations.
 3) Correct with the Ss.

P=2=

WRITE / SPEAK

SB p. 17

- A. Complete the conversations using the cues provided and the appropriate forms of the verb **to be**.

**Suggested
KEY****Ask what someone's occupation is****Respond**

1.

Are you
really a police officer?

cue: you

Yes. I am.

cue: I

2.

Is she
an interior decorator?

cue: she

No, she isn't. She's
a fashion designer.

cue: she/not

3.

Are you
both staffing officers?

cue: you

Yes, we are.

cue: we

4.

Is Anthony
a musician?

cue: Anthony

Yeah, he's the
drummer for the Four Steps.

cue: he

Ask what someone's occupation is

Respond

5.

Are they _____

both photographers?

cue: they

No, Susan is, but Terry

isn't _____

cue: Terry/not

6.

Is Lois Wong _____

a stock broker?

cue: Lois Wong

Yes, she is. _____

cue: she

7.

Are Don and Sarah _____

computer operators?

cue: Don and Sarah

No, they aren't _____

They're programmers.

cue: they

8.

Is Ted _____

a news announcer?

cue: Ted

No, he isn't. He's

a talk show host.

cue: he

To the teacher

B. 1) Divide the Ss into pairs.

2) Have each pair of Ss first read aloud all of one S's conversations and then all of the other S's conversations.

SB p. 18

B. Work with a partner.

Practise your corrected conversations and those of your partner.

UNIT

3

SAYING WHAT THINGS ARE

PRESENTATION

The classroom environment is exploited to build vocabulary and to present some elementary grammar.

To focus on:

- **exponents for saying what something is**
- **demonstrative pronouns, "this/that"**
- **vocabulary for items found in the office or classroom**

Realia

- 1) Elicit the exponents for saying what something is. See STUDY p. 23 for items which can be covered.

Using objects in the classroom, ask the Ss:

What's this? (touching objects at hand)

What's that? (pointing to objects at a distance)

To add variety to the questions, you can also ask:

What's this called (in English)?

Do you know what this is?

Have the Ss name as many objects as possible.

Write the different questions and answers on the BB. See STUDY p. 23.

Explain the demonstrative pronouns, **this** and **that**. See STUDY p. 23.

To focus on:

- **exponents for saying what things are**
- **demonstrative pronouns, "these/those"**

Realia

- 2) Elicit the exponents for saying what things are.

Using pairs and groups of objects in the classroom, ask the Ss:

What're these?

What're those?

Have the Ss name as many objects as possible.

Write the different questions and answers on the BB. See STUDY p. 23.

To have the Ss try asking and saying what things are

- 3) Divide the Ss into pairs and have them touch or point to various objects in the classroom and ask their partner what they are.

STUDY

SB p. 19

ASKING WHAT SOMETHING IS

What's this?
What's that?

What's this called (in English)?
Do you know what this is?

RESPONDING

It's		a notebook.
That's		
This is		

ASKING WHAT SOMETHING IS

What're these?
What're those?
What're these called (in English)?

Do you know what these are?

RESPONDING

They're		paper clips.
Those are		
These are		

Yes, they're memo pads.

No, I don't (know).

Demonstrative Pronouns		
	Singular	Plural
Near	this	these
Far	that	those

ITEMS FOUND IN THE OFFICE OR CLASSROOM

Supplies

book
box
calendar
eraser
map
memo pad
notebook
paperclips
pen
pencil
pencil sharpener
ruler
scissors

Furniture

bookcase
coat rack
desk
filing cabinet
shelf

Equipment

calculator
cassette
computer
fax machine
projector
tape-recorder
telephone
scanner
printer

Other

blackboard
bulletin board
clock
door
key
phone book
schedule
wastebasket
watch
window

PRACTICE

To the teacher

PRACTICE 1

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss complete the conversations.
 3) Correct with the Ss.

P=1 WRITE / SPEAK

SB p. 21

- A. Read the SITUATION:

A teacher is asking some students of English about the objects around them.

Complete the conversations using the picture cues provided. The position of the arrow in the picture indicates if the object is **near** or **far**.

Suggested KEY

Ask what things are

Respond

Cues

1.

What's that

over there?

It's a desk.

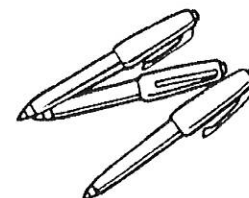


2.

Are those

pens or pencils?

They're pens.



Ask what things are

Respond

Cues

3.

What's this
called in English?

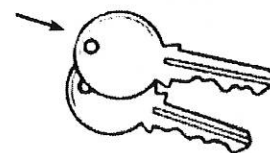
It's a shelf.



4.

Do you know what
these are?

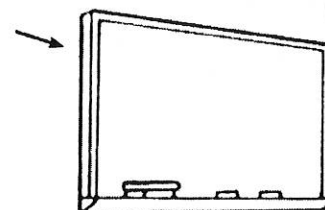
Yes, they're
keys.



5.

What's this
called?

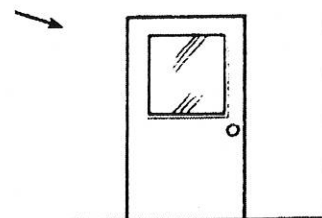
It's a blackboard.



6.

And what's that?

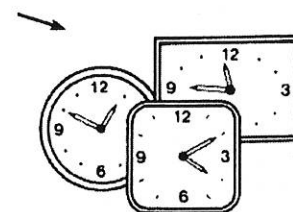
It's a door.



7.

Are those watches?

No, they're
clocks.



Ask what things are

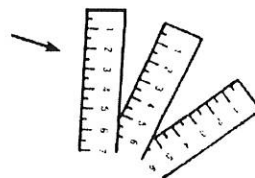
Respond

Cues

8.

What are these?

They're rulers.

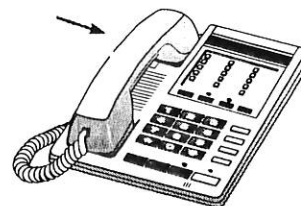


9.

Do you _____ know

what this is?

It's a telephone.

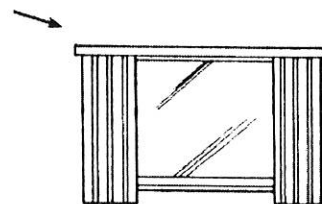


10.

What's that

over there?

It's a window



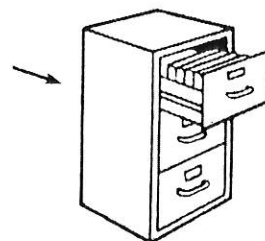
11.

What's this

called?

It's a filing

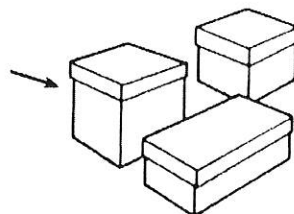
cabinet.



12.

And what 're these?

They're boxes.



Ask what things are

Respond

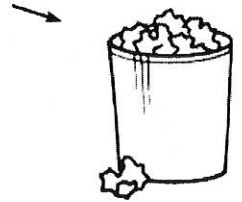
Cues

13.

Do you know what
that's called?

Yes, it's a

wastebasket.



14.

What're
those?

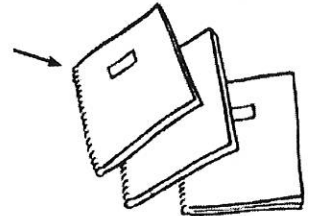
They're scissors.



15.

Are these books?

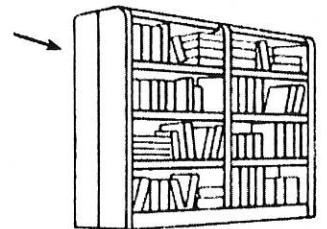
No, they're
notebooks.



16.

What 's this
called?

It's a bookcase.



To the teacher

- B.
- 1) Go over the instructions with the Ss.
 - 2) Divide the Ss into pairs and assign roles: S1 and S2.
 - 3) Have one pair of Ss do an example for the class.
 - 4) Have the Ss do Part B.

SB p. 24

- B. Work with a partner.

Practise the conversations in Part A.

For each number:

S1 – Ask your partner the question you wrote in Part A.

S2 – Cover up the response you wrote in Part A. Respond to your partner's question using only the picture.

Switch roles after Number 8.

To the teacher

PRACTICE 2

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2.
- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do the practice.

P=2 SPEAK

Work with a partner.

SB p. 25

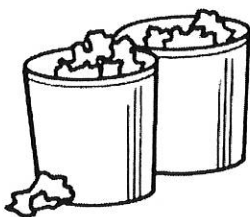
For each number:

S1 – Ask what things are.

S2 – Respond.

The position of the arrow in the picture indicates if the object is **near** or **far**.

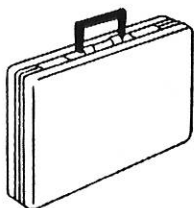
1.



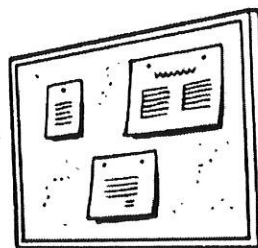
2.



3.



4.



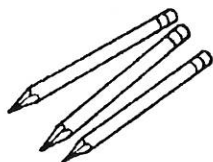
5.



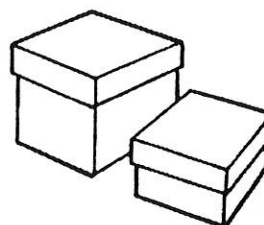
6.



7.

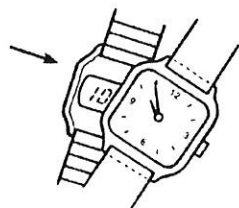


8.

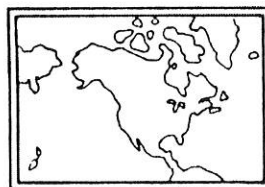


Switch roles.

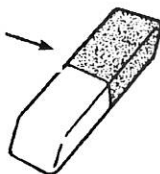
9.



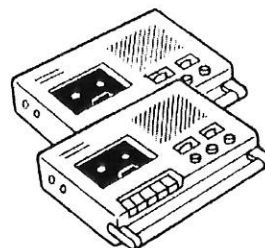
10.



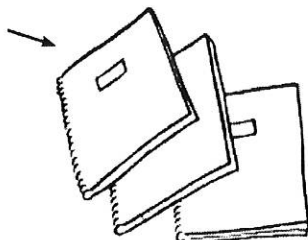
11.



12.



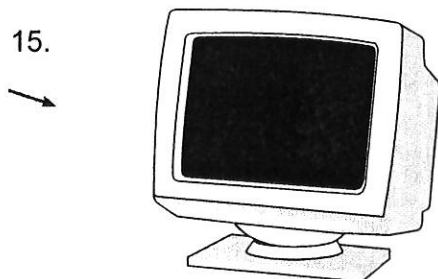
13.



14.



15.



16.

January						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

To the teacher

PRACTICE 3 CROSSWORD

- 1) Go over the instructions with the Ss.
- 2) Have the Ss do the crossword.
- 3) Correct with the Ss.

P=3=

CROSSWORD PUZZLE

SB p. 27 To practise office vocabulary.

Look at the items in the picture and do the crossword puzzle.

ACROSS →
DOWN ↓

1 D I C T I O N A R I E S
2 Y
3 F
4 C L I P
5 F I L E S
6 P H O N E
7 P O S T E R S
8 D E S K S
9 D R A W E R
10 C H A I R
11 M O N I T O R
12 E L E V A T O R
13 H A N G E R S
14 D E S K S
15 M O N I T O R
16 H A N G E R S

ARIAL - abcdefghijklmnopqrstuvwxyz
ABCDEF GHIJ KLMNOP QRSTUVW XYZ

UNIT 4

EXPRESSING POSSESSION

PRESENTATION

To focus on the verb “to have”

Realia 

- 1) Model the verb “**to have**” referring to different objects in the classroom.

Give some examples and have the Ss try to give other examples.

e.g. **I have** a large desk.

You have a red sweater.

Guy has a felt pen.

We have a filing cabinet (in our classroom).

You have notebooks on your desks.

They have a coffee maker (in the next classroom).

Write the examples on the BB. These sentences will be used to elicit:

- possessive adjectives
- possessive forms of nouns
- possessive pronouns

To focus on:

- **possessive adjectives**
- **possessive forms of nouns**

Realia \

- 2) Refer the Ss to the sentences on the BB (from step number 1). Have the Ss provide examples with possessive adjectives and possessive forms of nouns, for example:

I have a large desk.	– It's my desk.
You have a red sweater.	– It's your sweater.
Guy has a felt pen.	– It's his / Guy's felt pen.

Write the examples beside the appropriate sentences on the BB. See STUDY p. 37.

Explain possessive adjectives and possessive forms of nouns. See STUDY p. 37.

To focus on possessive pronouns

Realia \

- 3) Have the Ss try to provide similar examples with possessive pronouns, for example:

It's my desk.	– It's mine .
It's your sweater.	– It's yours .
It's his / Guy's felt pen.	– It's his / Guy's .

Write the examples beside the appropriate sentences on the BB. See STUDY p. 37.

Explain possessive pronouns. See STUDY p. 37.

To focus on contrasting possessive adjectives and possessive pronouns

Text

4) Have the Ss turn to SB p. 29. See below.

5) For each number:

Have the Ss try to complete the sentence with the correct possessive adjective or pronoun using the cue(s) provided. See KEY.

Have the Ss write their answer(s) in the space(s) provided.

Possessive Adjectives and Possessive Pronouns

SB p. 29

KEY 1) That's your stapler.

Cues

you

2) His desk is over by the window.

he

3) The dictionary on the table is mine.

I

4) It isn't Margaret's. Hers is red and black.

she

5) The large room is ours and the smaller one is theirs.

**we
they**

6) My briefcase has a combination lock.

I

7) That's not their car.

they

8) Our contract is not valid.

you and I

9) This copy is his. Yours is in the mail.

he / you

10) Her cassette is blank.

she

Verb "to have"	Possessive Adjectives	Possessive Pronouns		
I have You have He has She has We have You have They have	<table><tr><td>It's my It's your It's his It's her It's our It's your It's their</td><td>tape-recorder.</td></tr></table>	It's my It's your It's his It's her It's our It's your It's their	tape-recorder.	It's mine. It's yours. It's his. It's hers. It's ours. It's yours. It's theirs.
It's my It's your It's his It's her It's our It's your It's their	tape-recorder.			

Possessive Forms of Nouns
With singular nouns, add apostrophe "s". the secretary's desk Mr. Carling's phone With plural nouns, add only an apostrophe. the employees' lounge the Wilson's' car

In English, possessive adjectives and pronouns refer to the **owner**.

It's Sue's office.	–	It's her office.	–	It's	Sue's.
					hers.

It's Jack's office.	–	It's his office.	–	It's	Jack's.
					his.

PRACTICE

To the teacher
PRACTICE 1

- A. 1) Go over the instructions with the Ss and play Number 1 on the tape or CD-ROM to do an example.
- 2) Play the tape or CD-ROM and have the Ss do Part A.
- 3) Correct with the Ss.

P=1

LISTEN / WRITE / SPEAK

SB p. 33

To practise the language for expressing possession.



- A. Listen to the conversations and fill in the blanks.

Script
KEY

1.

A: The Carusos <u>have</u> a nice house.	B: Yeah, I especially like <u>their family room.</u>
---	---

2.

A: Is Alan in yet?	B: Yeah, he's in <u>his office.</u> _____
--------------------	--

3.

A: Oh, I usually take care of the garden.	B: Well, not me. <u>My husband</u> works in <u>ours.</u> That's <u>his job.</u>
--	---

4.

A: What a beautiful car!	B: Yeah, it is, isn't it? It's <u>Dennis Ryan's.</u>
------------------------------	---

5.

A: <u>Your onion soup's</u> delicious.	B: Thanks, but it's really <u>Jane's recipe.</u>
---	---

6.

A: Are these <u>your shoes?</u> _____	B: No. <u>Mine</u> are over there.
--	---

7.

A: I'm sure the Dobson file is in <u>its folder.</u>	B: Ah. You're right. Here it is.
---	---

8.

A: Is Diana here?	B: I think so. <u>Her car's</u> in the parking lot.
-----------------------	--

9.

A: O.K., the conference room is free.	B: Good. We can start <u>our</u> <u>meeting</u> then.
--	--

10.

A: <u>Carol and Bob's children</u> _____ are both sick.	B: Oh, that's too bad. What do they have?
---	--

11.

A: Are you sure this is <u>Joe's briefcase</u> ?	B: Yes. <u>It has</u> his initials on it.
---	--

12.

A: Is that my manual?	B: No, this is <u>Paul's</u> . I put <u>yours</u> on your desk.
-----------------------	---

To the teacher

- B. 1) Divide the Ss into pairs.
2) Have the pairs of Ss read the conversations aloud.

SB p. 35

- B. Work with a partner.

Practise the conversations with your partner.

To the teacher**PRACTICE 2**

- A. 1) Go over the instructions with the Ss.
2) Have the Ss complete what Peter says.
3) Correct with the Ss.

P=2=**WRITE / SPEAK**

SB p. 36

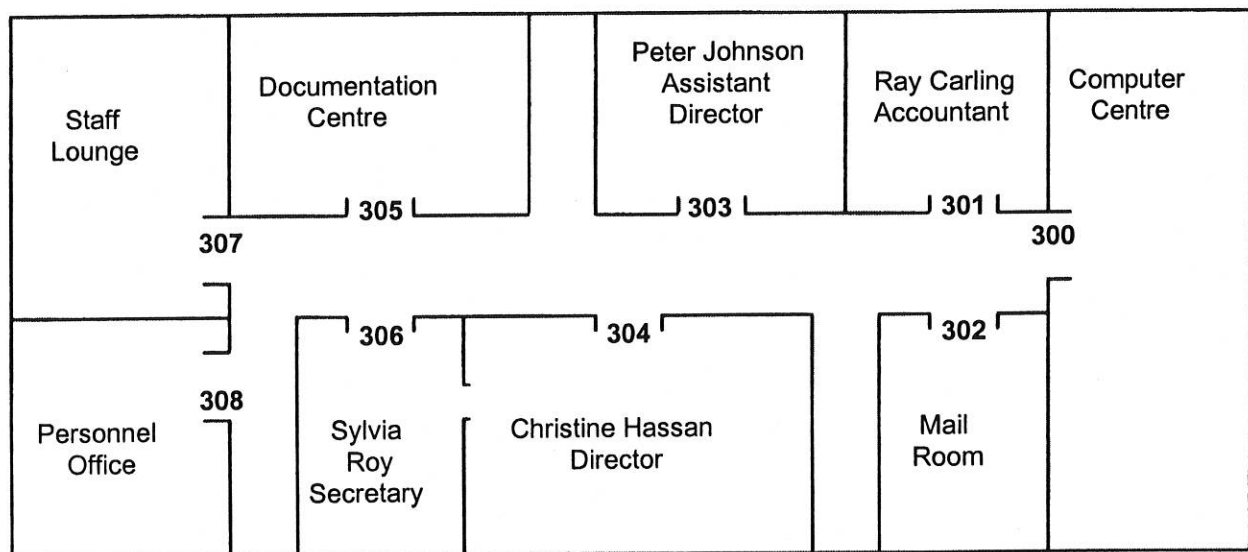
To practise expressing possession.

In this practice, you will:

- look at the plan of someone's office (Part A)
- draw a plan of the place where you work (Part B)
- use this plan to "show someone around your office" (Part C)

C. Read the SITUATION:**Peter Johnson is showing a friend around the place where he works.**

Look at the plan of the place where Peter works.

WHERE PETER JOHNSON WORKS

For each room number in the chart below:

Look at the floor plan. Then fill in the blank(s) in the second column to complete what Peter says as he's showing his friend around.

**Suggested
KEY**

Room number

What Peter says

300

This is our computer
centre.

301

And that's Mr. Carling's office.
He's our accountant.

302

Here's our mail room.

303

And that's my office, next to
Mr. Carling's.

304

This is Mrs. Hassan's office.
She's my boss.

305

Our documentation centre is here,
across from Sylvia's office.

306

This office is Sylvia's. She's
Mrs. Hassan's secretary.

307

And this is our staff lounge.

308

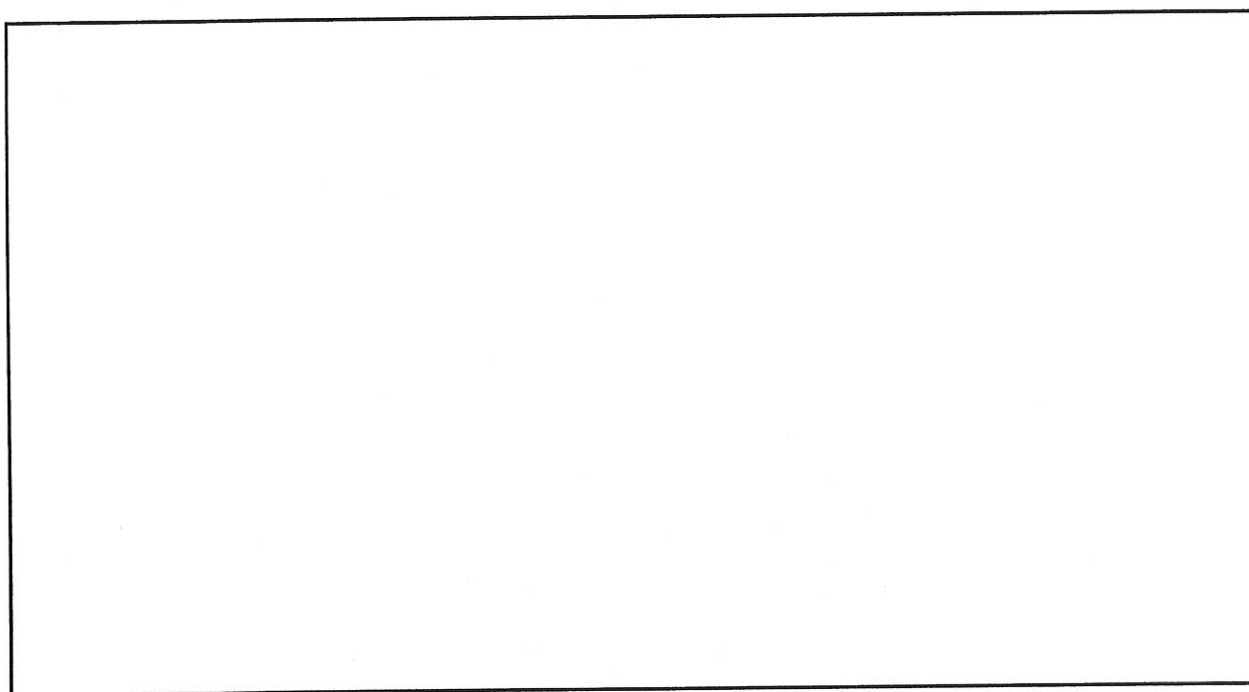
Our personnel office is over
there on your left.

To the teacher

- B.
- 1) Go over the instructions with the Ss.
 - 2) Have Ss draw plans of the places where each works.
 - 3) Go around the class and help the Ss with their plans.

SB p. 38 B. Draw a plan of the place where you work.

Where I Work



To the teacher

- C.
- 1) Divide the Ss into pairs and go over the instructions with them.
 - 2) Have the Ss do Part C.

SB p. 38 C. Work with a partner.

Take turns showing each other around the place where you work using the plan you drew in Part B.

To the teacher**PRACTICE 3**

- 1) Go over the instructions and the vocabulary for places in the school with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2.
- 3) Have the Ss do the role plays.

P 3

SB p. 38

SPEAK

To learn the names of places in your school and to practise the possessive forms.

Work with a partner.

Role play the following situation:

S1 – You are a new student at the school.

S2 – Take your partner around the school and show him/her where to find the following (if your school has them):

language lab
reception area
washrooms
student's lounge
elevators
stockroom
student's telephone
fire exit
library

technician's office
director's office
cafeteria
classroom
secretary's office
teacher's work area
teacher's desk
computer lab
classroom materials centre

Switch roles and repeat the role play.

UNIT 5

ALPHABET AND SPELLING

PRESENTATION

PART I

SAYING THE ALPHABET

To focus on saying the alphabet

Text



- 1) Have the Ss look at STUDY, SB p. 41. See TB p. 53.

Have the Ss practise saying the alphabet. Note that the letters may represent different sounds in other languages and that some languages use completely different alphabets.

- 2) Then have the Ss look at SB p. 39. See below.
- 3) Each group of letters has a common vowel sound.

Have the Ss practise pronouncing the letters in each group.

1

Pronouncing the Letters of the Alphabet

SB p. 39

a	b	f	i	o	q	r
h	c	l	y		u	
j	d	m			w	
k	e	n				
	g	s				
	p	x				
	t	z				
	v					

To focus on saying troublesome letters

Text

- 4) Have the Ss turn to SB p. 39. See below.
- 5) Have the Ss practise spelling these words.

2

SB p. 39

Troublesome Letters

<i>a</i>	<i>e/i</i>	<i>g/j</i>	<i>h</i>
and	five	get	hat
call	pencil	give	head
far	receive	job	house
last	ride	jog	shirt
toast	tie	juice	that
<i>k</i>	<i>u</i>	<i>w</i>	<i>y</i>
bike	business	answer	day
check	cup	snow	type
cookie	four	white	very
keep	fun	with	year
milk	umbrella	work	yellow

To have the Ss try saying the alphabet

- 6) Have the S say the alphabet individually for the class.

PART II

SPELLING YOUR NAME

To lead into the topic of spelling your name

Face-to-face \

- 1) Have the Ss spell their last names.

To introduce the language for spelling your name

Tape/CD \

- 2) Inform the Ss that they will listen to some conversations in which people are asked about the spelling of their names. See script p. 50.

Draw the chart on the BB, without the answers, and have the Ss copy it.

Go over the question with the Ss.

Conversation	What is the person's name?
1	<i>Laura Brennan</i>
2	<i>Carmen Vargas</i>
3	<i>Domenic Valentino</i>
4	<i>Joseph Gray</i>



- 3) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.
- 4) Check the information in the chart with the Ss. See KEY.

Spelling Your Name

SB p. 40

CONVERSATION 1

- KEY** A: What's your name, please?
B: Laura Brennan.
A: How do you spell your last name?
B: Brennan. B-R-E- double N-A-N.

CONVERSATION 2

- A: Hi, my name's Carmen Vargas.
B: With a V as in Vincent?
A: Yes, that's right.

CONVERSATION 3

- A: Your name, please?
B: Domenic Valentino.
A: Can you spell your first name, please?
B: Domenic. D-O-M-E-N-I-C.

CONVERSATION 4

- A: Joseph Gray.
B: Is that Grey with an E?
A: No, with an A. G-R-A-Y.

To focus on the exponents for asking someone how to spell his/her name

Text \

- 5) Have the Ss turn to SB p. 40 and look at the conversations they have just heard. See p. 50.
- 6) For each conversation:

Have the Ss try to identify the question for asking how to spell his/her name. Have the Ss underline the question in their SBs. See KEY.

To have the Ss try the language for spelling names

- 7) Have the Ss turn to SB p. 40. See below.
- 8) Divide the Ss into pairs and assign roles: S1 and S2.
Have the Ss role play.

4

Spelling Names

SB p. 40

Roles: S1 – Ask your partner his/her name. Then ask how to spell it using the cues provided.

S2 – Respond using the names provided.

Switch roles after Number 3.

Cues

S1	S2
1. spell/last name?	1. Laura Brennan
2. with a V as in Vincent?	2. Carmen Vargas
3. Andersen with an E?	3. Jennifer Anderson
4. spell/first name?	4. Domenic Valentino
5. Grey with an E?	5. Joseph Gray
6. Reed with a double E?	6. Henry Reed

STUDY

SB p. 41

THE ALPHABET

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz

**ASKING SOMEONE HOW TO
SPELL HIS/HER NAME**

How do you spell your last name?

Can you spell your first name, please?

Is that Rossy with a Y?

(With a) B as in Barbara?

RESPONDING

Brennan. B-R-E- double N-A-N.

D-O-M-E-N-I-C.

Yes. It is.

No. V as in Vincent.

PRACTICE

To the teacher

PRACTICE 1

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss write the abbreviations.
 3) Correct with the Ss.

P=1 WRITE / SPEAK

SB p. 43

To practise saying the letters of the alphabet in the context of some common abbreviations.

- A. Write the abbreviations for the following:

KEY	Canadian Broadcasting Corporation	<u>CBC</u>
	Medical Doctor	<u>M.D.</u>
	British Columbia	<u>B.C.</u>
	Prince Edward Island	<u>P.E.I.</u>
	Répondez s'il-vous-plaît	<u>R.S.V.P.</u>
	Registered Nurse	<u>R.N.</u>
	Cash on Delivery	<u>C.O.D.</u>
	Royal Canadian Mounted Police	<u>RCMP</u>
	Young Men's Christian Association	<u>Y.M.C.A.</u>
	United States of America	<u>U.S.A.</u>

To the teacher

- B. 1) Go over the instructions with the Ss.
- 2) Have the Ss write their abbreviations. Go around the class and help the Ss.
- 3) Have the Ss say their abbreviations. Write them on the Bb. Ask the class if they know what the abbreviations stand for.

SB p. 43

- B. Do you know any other abbreviations? List them below.

e.g. your department, your job classification, the names of some companies, ...

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PRACTICE 2

To the teacher

NOTE:

You will need to photocopy the name cards on p. 58.

- A. 1) Give the Ss one name card each and inform them that these are their new names.
- 2) Have the Ss learn to spell their new names.
- 3) Have the Ss come to the front of the class, one at a time without their cards.

Have them say and spell their new first and last names.

Record all of the Ss on the same tape. This tape will be used in Part B.

P=2=**SPEAK / LISTEN**

SB p. 44

To practise saying and spelling names.

A. Your teacher will explain how to do this part of the practice.

To the teacher

- B. 1) Go over the instructions with the Ss.
2) Play the tape from Part A and have the Ss do Part B.
3) Correct with the Ss.

SB p. 44

B. Listen to the tape and write the names you hear.

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

NAME CARDS

Margy/Gary Williams

Tessa/Scott Jansen

Margaret/Garret Sato

Nicole/Nicholas Stevens

Georgia/George Adler

Julia/Julian Adams

Johanna/Jonathan Boyle

Ivana/David Gibson

Lina/Luke Gabor

Peggy/Gregory Quinlan

To the teacher**PRACTICE 3**

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss turn to the appropriate pages in their SBs.

NOTE:

You should remind the Ss that it is especially important for S1 and S2 not to look at each other's sheets.

- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do the practice.
- 5) Go around the class and help the Ss with pronunciation.
- 6) Have S1 and S2 compare sheets to check their information.

P=3=

SB p. 44

SPEAK Work with a partner.
To practise spelling names.

Read the SITUATION:

Information Services is having an open house. Visitors are coming from different places. The visitors will need name cards.

Roles: S1 – p. 45
S2 – p. 46

- A. You are making the name cards. Your partner has a list of people from his/her office.

Call your partner for these names and print them on the cards below.

Be sure to get the correct spelling. **You begin.**

1.

2.

3.

4.

5.

6.

- B. Your partner is making the name cards for the visitors.

Six people from your office are going to the open house. Your partner calls you to get the names. **Your partner begins.**

1. Stephen Connors

2. Vivian Barrett

3. Patricia MacDonald

4. Brian Mitchell

5. Harvey Brooks

6. Rosemary Bloomfield

S2

- A. Your partner is making the name cards for the visitors.

Six people from your office are going to the open house. Your partner calls you to get the names. **Your partner begins.**

1. Diane Clarke
2. Carl Stuart
3. Susie Morrison
4. James Garfield
5. Maria Bianco
6. Gordon Booth

- B. You are making the name cards. Your partner has a list of people from his/her office.

Call your partner for these names and print them on the cards below.

Be sure to get the correct spelling. **You begin.**

1.

3.

5.

2.

4.

6.

PRACTICE 4 SPELLING BEE

To the teacher

In this activity, each S will prepare a list of common words which the other Ss in the class will try to spell.

- A. 1) Go over the instructions with the Ss.
- 2) Have the Ss prepare their lists.
- 3) Go around the class and check that the Ss choose appropriate words.

P=4=

SB p. 47

Spelling Bee

A. PREPARING YOUR WORD LIST

Write down five common words you will ask other students in the class to spell.

You can use the dictionary to check the spelling.

To the teacher

- B. 1) Divide the Ss into pairs and assign roles: S1 and S2.
- 2) Go over the instructions with the Ss.
- 3) Have the Ss in each pair spell each other's words.
- 4) Then have the Ss repeat the activity with other Ss in the class until they have practised spelling the words on each S's list.

SB p. 47 **B. PRACTISING FOR THE SPELLING BEE**

Work with a partner.

S1 – Ask S2 to spell the words you wrote down in Part A.

S2 – Spell S1's words.

Switch roles and repeat.

To the teacher

- C. 1) Divide the Ss into two teams: Team A and Team B.
- 2) Have the first player on Team A choose one of the words on his/her list and ask the first player on Team B to spell it. If the player spells the word correctly, a point is scored for his/her team.
- 3) Have the players take turns asking each other to spell their words until they have spelled all the words.

The team that has spelled the most words correctly wins.

SB p. 47 **C. THE SPELLING BEE**

Your teacher will explain how to do this part of the activity.

UNIT 6

SOCIAL EXPRESSIONS

PRESENTATION

PART I

SAYING HELLO

To lead into the topic of saying hello

Situation

- 1) Present the SITUATION to the Ss:

You meet someone you know in the hall.

- 2) Ask the Ss what they might say to him/her.

You can write some of the Ss' responses on the BB.
Discuss cultural reasons for saying hello.



To focus on the exponents for saying hello and responding

Text

- 3) Have the Ss turn to SB p. 49. See p. 66.

- 4) Go over the social expressions in the bubbles on the left.

Tape/CD

Inform the Ss that they will listen to these social expressions and responses to them. See script p. 66.

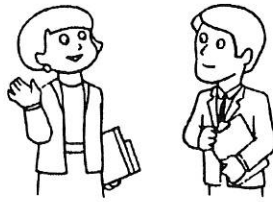
- 5) For each number:



Play the tape or CD-ROM. Have the Ss try to write the response as they listen.

Go over the response with the Ss. Write it on the BB. See KEY.

Script



1

Saying Hello

SB p. 49

1.

Hello, Pete.

KEY

Hi. How're

you today?

2.

Hi. How're
you doing?

Fine thanks.

And you?

3.

How're things?

Not bad.

4.

Hi, Janet.
How's it going?

Pretty good.

Yourself?

To have the Ss try the language for saying hello and responding

6) Have the Ss turn to SB p. 49. See below.

7) Divide the Ss into pairs and assign roles: S1 and S2. Have the pairs of Ss read the conversations aloud.

2

Saying Hello and Responding

SB p. 49

Practise the conversations above.

S1 – Say hello.

S2 – Respond.

Switch roles and repeat.

PART II

SAYING GOODBYE

To lead into the topic of saying goodbye

Situation \

- 1) Present the SITUATION to the Ss:

You're leaving work to go home.

- 2) Ask the Ss what they might say to a colleague.

You can write some of the Ss' responses on the BB.
Ask why we say something when we leave.


To focus on the exponents for saying goodbye and responding

Text \

- 3) Have the Ss turn to SB p. 50. See p. 68.
- 4) Go over the social expressions in the bubbles on the left.

Tape/CD \

Inform the Ss that they will listen to these social expressions and responses to them. See script p. 68.

- 5) For each number:



Play the tape or CD-ROM. Have the Ss try to write the response as they listen.

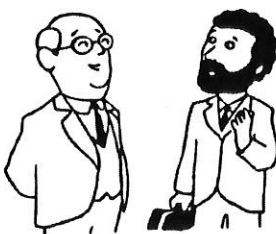
Go over the response with the Ss. Write it on the BB. See KEY.

3

Script

Saying Goodbye

SB p. 50



KEY

1.

Goodbye

See you.

2.

See you later.

Bye. Have

a good day.

3.

Bye, Ralph.

Have a nice weekend.

Thanks. You too.

4.

See you tomorrow.

O.K. Bye.

To have the Ss try the language for saying goodbye and responding

6) Have the Ss turn to SB p. 50. See below.

7) Divide the Ss into pairs and assign roles: S1 and S2. Have the pairs of Ss read the conversations aloud.

4

Saying Goodbye and Responding

SB p. 50

Practise the conversations above.

S1 – Say goodbye.

S2 – Respond.

Switch roles and repeat.

PART III

SAYING YOU'RE SORRY

To lead into the topic of saying you're sorry

Situation \

- 1) Present the SITUATION to the Ss:

You accidentally step on someone's foot in the elevator.

- 2) Ask the Ss what they might say to the person.

You can write some of the Ss' responses on the BB.
Why is it important to say you are sorry?



To focus on the exponents for saying you're sorry and responding

Text \

- 3) Have the Ss turn to SB p. 51. See p. 70.

- 4) Go over the social expressions in the bubbles on the left.

Tape/CD \

Inform the Ss that they will listen to these social expressions and responses to them. See script p. 70.

- 5) For each number:

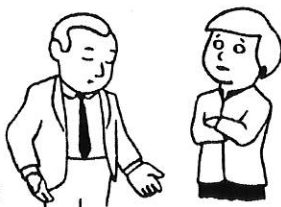


Play the tape or CD-ROM. Have the Ss try to write the response as they listen.

Go over the response with the Ss. Write it on the BB. See KEY.

5

Script



Saying You're Sorry

SB p. 51

1.

Sorry.

KEY

That's O.K.

2.

Oh, excuse me.

It's O.K.

3.

Pardon me.

That's all right.

4.

I'm sorry.

No problem.

To have the Ss try the language for saying you're sorry and responding

- 6) Have the Ss turn to SB p. 51. See below.
- 7) Divide the Ss into pairs and assign roles: S1 and S2. Have the pairs of Ss read the conversations aloud.

6

Saying You're Sorry and Responding

SB p. 51

Practise the conversations above.

S1 – Say you're sorry. S2 – Respond.

Switch roles and repeat.

PART IV

SAYING THANK YOU

To lead into the topic of saying thank you

Situation \

- 1) Present the SITUATION to the Ss:

Someone brings a coffee from the restaurant for you.

- 2) Ask the Ss what they might say to him/her?

You can write some of the Ss' responses on the BB.

Why do we thank people? Are the reasons the same in most cultures?


To focus on the exponents for saying thank you and responding

Text \

- 3) Have the Ss turn to SB p. 52. See p. 72.

- 4) Go over the social expressions in the bubbles on the left.

Tape/CD \

Inform the Ss that they will listen to these social expressions and responses to them. See script p. 72.

- 5) For each number:



Play the tape or CD-ROM. Have the Ss try to write the response as they listen.

Go over the response with the Ss. Write it on the BB. See KEY.

Script



7

Saying Thank You

SB p. 52

1.

Thank you.

KEY

You're welcome.

2.

Thanks a lot.

You're very

welcome.

3.

Thanks.

Don't mention it.

4.

Thank you very much.

Not at all.

My pleasure.

To have the Ss try the language for saying thank you and responding

6) Have the Ss turn to SB p. 52. See below.

7) Divide the Ss into pairs and assign roles: S1 and S2. Have the pairs of Ss practise the conversations aloud.

8

Saying Thank You and Responding

SB p. 52

Practise the conversations above.

S1 – Say thank you. S2 – Respond.

Switch roles and repeat.

STUDY

SB p. 53

SAYING HELLO

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

Hello, Charles. Hi. How're things?

How're you doing? Not bad.

How's it going? Pretty good. Yourself?

SAYING GOODBYE

Goodbye. See you.

See you later. Bye. Have a good day.

Have a nice weekend. Thanks. You too.

See you tomorrow. O.K. Bye.

SAYING YOU'RE SORRY

I'm sorry. No problem.

Oh, excuse me.. It's O.K.

Pardon me. That's all right.

Sorry. That's O.K.

SAYING THANK YOU

Thank you. You're welcome.

Thanks a lot. You're very welcome.

Thanks. Don't mention it.

Thank you very much. Not at all. My pleasure.

PRACTICE**To the teacher****PRACTICE 1**

- A. 1) Go over the instructions and do an example with the Ss.
2) Have the Ss complete the conversations.
3) Correct with the Ss.

P=1

SB p. 55

WRITE / SPEAK

To practise using social expressions.

- A. Complete the conversations.

**Suggested
KEY**

1.

Oh, I'm sorry.

No problem.

It's O.K.

2.

See you tomorrow.

See you.

3.

Have a good

weekend.

Thanks.

You too.

4.

How're you doing?

Not bad, thanks.

5.

Thanks a lot.

You're welcome.

6.

How are
you today?

Not bad, thanks.

7.

Thank you very
much.

Don't mention it.

8.

Oh, sorry.

It's O.K.

To the teacher

- B. 1) Divide the Ss into pairs.
- 2) Have each pair of Ss first read aloud all of one S's conversations and then all of the other S's conversations.

SB p. 56

- B. Work with a partner.

Practise your corrected conversations and those of your partner.

To the teacher**PRACTICE 2**

- A. 1) Go over the instructions with the Ss and play Number 1 on the tape or CD-ROM to do an example.



- 2) Play the tape or CD-ROM and have the Ss write their answers.
- 3) Correct with the Ss.

P=2=

LISTEN / WRITE / SPEAK

SB p. 57

- A. You will hear different people using social expressions.

For each number:

Listen to the speaker and write down an appropriate response.

**Suggested
KEY**

- | | |
|-----|---------------------------------|
| 1. | <u>Fine. How are you?</u> |
| 2. | <u>That's all right.</u> |
| 3. | <u>Fine thanks. And you?</u> |
| 4. | <u>Right. You too.</u> |
| 5. | <u>Not at all. My pleasure.</u> |
| 6. | <u>Bye. Have a nice day.</u> |
| 7. | <u>You're welcome.</u> |
| 8. | <u>No problem.</u> |
| 9. | <u>Pretty good. Yourself?</u> |
| 10. | <u>O.K. Bye.</u> |

To the teacher

- B. 1) Go over the instructions with the Ss.
2) Divide the Ss into pairs and assign roles: S1 and S2.
3) Have one pair of Ss do an example for the class.
4) Have the Ss practise the conversations.

SB p. 58

- B. Work with a partner.

For each number:

S1 – Begin the conversation using the social expression in the box.

S2 – Respond using the expression that you wrote in Part A.

Switch roles and repeat the conversations.

Script

1.

Hi. How are you?

6.

See you.

2.

Excuse me. I'm sorry.

7.

Thanks a lot.

3.

Hello. How are you doing?

8.

Oh, I'm so sorry.

4.

Bye. Have a nice day.

9.

Hi. How's it going?

5.

Thank you very much.

10.

See you later.

To the teacher**PRACTICE 3**

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2.
- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do the role plays.

P=3=

SB p. 59

SPEAK

Work with a partner.

To practise using social expressions and responding.

Role play the following situations.

S1 begins.**SITUATION 1**

At work.

S1 – You bring a cup of coffee
to a colleague.

S2 – You're the colleague.

SITUATION 2

At work.

S1 – You're a manager.
You're leaving to go home.S2 – You're the manager's
assistant.

SITUATION 3

At the doctor's office.

S1 – You're 20 minutes late for
your appointment.

S2 – You're the receptionist.

SITUATION 4

At a bus stop.

S1 – You arrive and greet a
neighbour.

S2 – You're the neighbour.

SITUATION 5

In a restaurant.

S1 – You're a waiter/waitress.
You accidentally spill some
water on a customer.

S2 – You're the customer.

Switch roles.

SITUATION 6

At the entrance to a building.

S1 – You arrive at the door
carrying heavy packages.

S2 – You hold the door open.

SITUATION 7

At the airport.

S1 – You're leaving on a trip.

S2 – You're a friend.

SITUATION 8

On a busy street at lunchtime.

S1 – You meet a friend.

S2 – You're the friend.

SITUATION 9

At home.

S1 – You're leaving for work.

S2 – You're having breakfast.

SITUATION 10

On the dance floor.

S1 – You step on your partner's
toes.

S2 – You're the partner.

UNIT 7

SAYING WHERE THINGS ARE

PRESENTATION

PART I

SAYING WHERE THINGS ARE

To focus on:

- prepositions of place
- asking and saying where things are

Realia

- 1) Present the prepositions of place (see STUDY p. 89) using different items in the classroom, for example:

The book is | **on** the shelf.
 | **under** the dictionary.

My wallet is | **in** my purse/pocket.
 | **on** the table.

My desk is **in front of** me.

The blackboard is **behind** me.

Have the Ss try to give some examples. Ask them, for example:

Where's the light switch? Where's your briefcase?
(It's **behind** the door.) (It's **under** my desk.)

To focus on contrasting prepositions

Illustration

- 2) Have the Ss turn to SB p. 63. See p. 84.
- 3) For each number:

Have the Ss try to give the location of the item(s) in each picture. Write the Ss' responses on the BB. See KEY. Ss write their responses in the spaces provided.

Explain the prepositions.

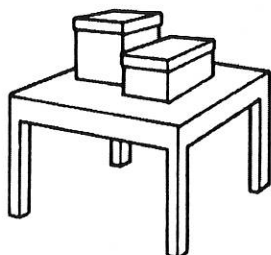
1

SB p. 63

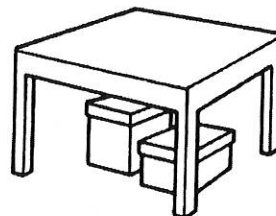
Prepositions of Place

1.

**Suggested
KEY**



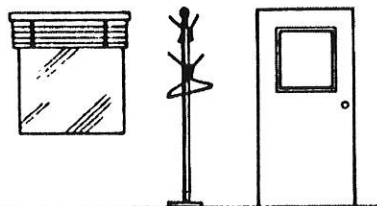
boxes?



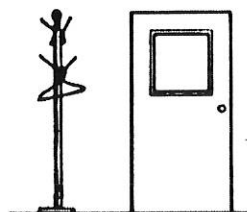
The boxes are on the table.

*The boxes are under the
table.*

2.



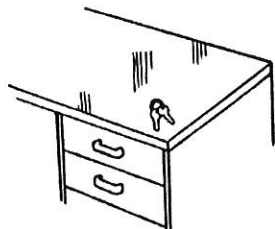
coat tree?



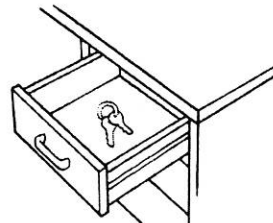
*The coat tree's between the
window and the door.*

*The coat tree's beside the
door.*

3.



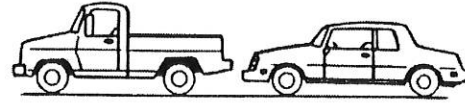
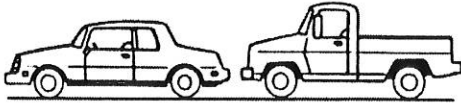
keys?



The keys are on the desk.

The keys are in the drawer.

4.

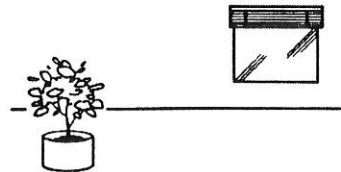
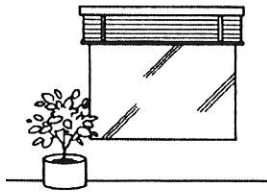


car?

The car's in front of the
truck.

The car's behind the truck.

5.

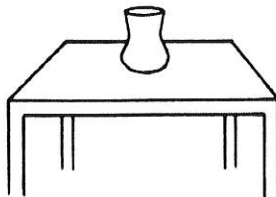


plant?

The plant's near the
window.

The plant's far from the
window.

6.



vase?

The vase is in the middle
of the table.

The vase is beside the lamp.

To have the Ss try asking and saying where things are

- 4) Have the Ss turn to SB p. 65. See below.
- 5) Have the Ss give the names of some objects in the classroom. Write them on the BB. Ss write the names of the objects in the first column of the chart.
- 6) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play.

2

Asking and Saying Where Things Are

SB p. 65

Classroom items	Where the items are
1. <i>tape-recorder</i>	<i>on the table</i>
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Roles: S1 – Ask about the location of the items you listed in the first column of the chart. Write S2's responses in the second column.

S2 – Say where the items are in the classroom.

Switch roles and repeat the role plays.

PART II
CHECKING WHERE THINGS ARE
AND RESPONDING

To introduce the language for checking where things are

Tape/CD \

- 1) Inform the Ss that they will listen to different speakers checking where things are. See script below.

Draw the chart on the BB, without the answers, and have the Ss copy it.

Go over the question with the Ss.

What's the person looking for?	
3.	<i>the calendar</i>
4.	<i>the outlet</i>
5.	<i>the manuals</i>
6.	<i>the pay phones</i>



- 2) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.
- 3) Check the information in the chart with the Ss. See KEY.

Script

(column 1 only)

Modified Cloze

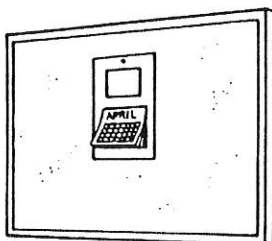
3

Checking Where Things Are

SB p. 66

KEY

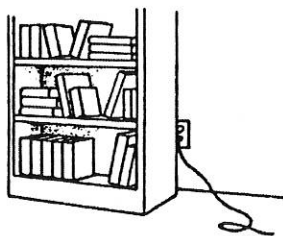
1. *Is the calendar*
on
 the bulletin board?



**SUGGESTED
KEY**

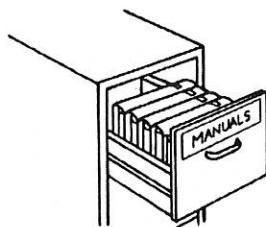
Yes, it is.

2. Is the outlet
behind
the chair?



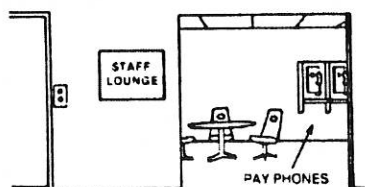
No, it's not. It's
behind the bookcase.

3. Are the manuals
in
the filing cabinet?



Yes, they are.

4. Are the pay
phones beside
the elevators?



No, they're not.
They're in the staff
lounge.

To focus on the exponents for checking where things are

Text

- 4) Have the Ss turn to SB p. 66 and look at the script of what the speakers said. See p. 87.

Tape/CD

- 5) Have the Ss do the modified cloze:

Play the tape or CD-ROM again. Have the Ss try to fill in the blanks as they listen.

Stop the tape or CD-ROM after each speaker to go over the answer with the Ss. See KEY.

To focus on:

- exponents for responding
- short answers with the verb "to be" – affirmative and negative

Text

- 6) Have the Ss look at the script again. See p. 87.

- 7) For each number:

Have the Ss look at the picture and try to respond to the question. Write the response on the BB. See KEY.

Have the Ss write the response in the space provided.

Explain short answers. See STUDY p. 89.

STUDY

SB p. 67

ASKING WHERE THINGS ARE

Where's the new phonebook?

Where's the extra chairs?*

RESPONDING

It's on Fred's desk.

They're in the basement.

Prepositions of Place		
on	in front of	far from
in/inside	behind	in the middle of
under	near	between
beside		

CHECKING WHERE THINGS ARE

Is the water fountain **near** the elevators?

Are the boxes **beside** the bookshelf?

RESPONDING

Short answers with the verb "to be"

Yes, it is.

No, it isn't. It's behind the receptionist's desk.

Yes, they are.

No, they aren't. They're under the table.

* **NOT IN SB:** Some people consider **Where's** with a plural to be substandard English even though it is heard. Note that it should not be written. Tell Ss that **Where're** can be said instead. **Where are** is used when writing.

PRACTICE

To the teacher
PRACTICE 1

- A. 1) Go over the instructions with the Ss and play Number 1 on the tape or CD-ROM to do an example.
- 2) Play the tape or CD-ROM and have the Ss fill in the chart.
- 3) Correct with the Ss.

P=1
LISTEN / SPEAK

SB p. 69

To practise the language for saying where things are.



- A. You will hear conversations in which people are talking about the items listed in the box below.

For each number:

Listen to the conversations and decide which item the speakers are talking about.

Write your answer in the first column of the chart.

Listen again and complete the chart.

mailbox scissors keys	jack pay phone calculator	smoke detector Turner and Smith file
--	--	---

**Suggested
KEY**

What is the item?	Where is the item?
1. scissors	<i>in the top drawer of the desk</i>
2. smoke detector	<i>in the hallway</i>
3. Turner and Smith file	<i>in Ray's filing cabinet</i>
4. keys	<i>behind the kitchen door</i>
5. jack	<i>under the spare tire</i>
6. calculator	<i>on Linda's desk beside the telephone</i>
7. mailbox	<i>in front of the entrance</i>
8. pay phone	<i>down the hall</i>

To the teacher

- B. 1) Divide the Ss into pairs and assign roles: S1 and S2.
2) Go over the instructions with the Ss.
3) Have one pair of Ss do an example for the class.
4) Have the Ss do the role plays.

SB p. 70

- B. Work with a partner.

For each number:

S1 – Ask or check where the items are, using the cues provided below.
You begin.

S2 – Respond using the information in the second column of the chart
in Part A.

Switch roles after Number 4.

Cues for S1

- 1) scissors?
- 2) smoke detector / in the bedroom?
- 3) Turner and Smith file?
- 4) extra set of keys?

Switch roles

- 5) jack / in the trunk?
- 6) calculator?
- 7) mailbox / near the entrance?
- 8) another pay phone?

Script

1. A: Where're the new ones? These don't cut.
B: They're in the top drawer of the desk.

2. A: Is it in the bedroom?
B: No, it's on the ceiling in the hallway.

3. A: I need it right away. Do you know where it is?
B: I think it's in Ray's filing cabinet.

4. A: Where do you keep the extra set?
B: They're behind the kitchen door.

5. A: Is it in the trunk?
B: Yeah, right under the spare tire.

6. A: Where is it? I want to check these figures.
B: It's on Linda's desk beside the telephone.

7. A: Is there one near the entrance?
B: Yeah, right in front. And by the way, would you mail this letter for me too?

8. A: This one's out of order. Is there another one anywhere?
B: Yes, there's another one down the hall.

PRACTICE 2

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss turn to the appropriate pages in their SBs.
- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do the role plays.
- 5) To correct, have the Ss compare their answers with their partner's pictures.

P=2=

SPEAK

Work with a partner.

SB p. 71

You will role play situations in which one person asks or checks where things are and the other person responds.

Roles: S1 – p. 71

S2 – p. 73

S1

- A. Ask your partner about the location of different items, using the cues provided.

Write where the items are, using the information your partner gives you. **You begin.**

**Suggested
KEY**

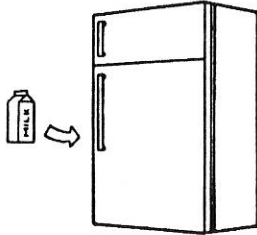
Cues	Where are the items?
1. dictionaries?	<u>on the shelf</u>
2. receipt?	<u>inside the bag</u>
3. cassette / on the desk?	<u>in the tape-recorder</u>
4. detergent / under the sink?	<u>under the sink</u>
5. mailbox?	<u>in front of the building</u>
6. wastebasket?	<u>beside the desk</u>
7. rug / in the middle of the room?	<u>in front of the door</u>
8. memo / in the file?	<u>in the out basket</u>

Compare your answers with your partner's pictures.

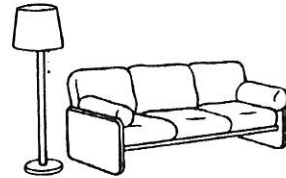
S1

B. Answer your partner's questions about the location of different items, using the picture cues below. **Your partner begins.**

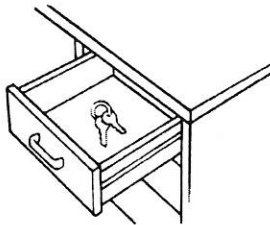
1.



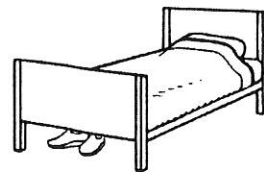
2.



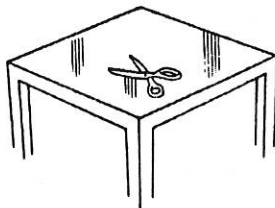
3.



4.



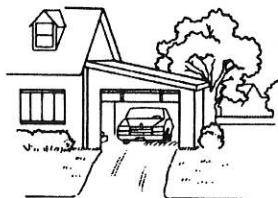
5.



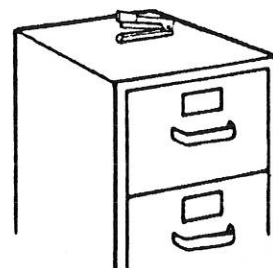
6.



7.



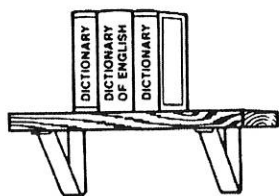
8.



S2

A. Answer your partner's questions about the location of different items, using the picture cues below. **Your partner begins.**

1.



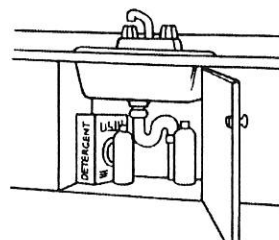
2.



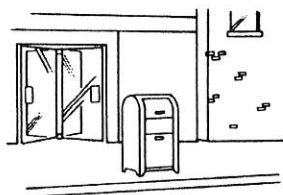
3.



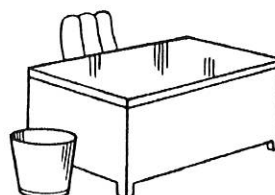
4.



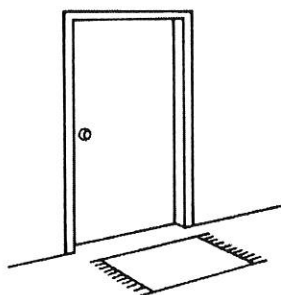
5.



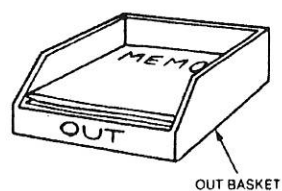
6.



7.



8.



B. Ask your partner about the location of different items, using the cues provided.

Write where the items are, using the information your partner gives you. **You begin.**

**Suggested
KEY**

Cues	Where are the items?
1. milk?	<u>in the fridge</u>
2. lamp near the TV?	<u>beside the sofa</u>
3. keys?	<u>in the drawer</u>
4. shoes?	<u>under the bed</u>
5. scissors / on the desk?	<u>on the table</u>
6. boxes / beside the photocopier?	<u>beside the photocopier</u>
7. car?	<u>in the garage</u>
8. stapler / on Gail's desk?	<u>on the filing cabinet</u>

Compare your answers with your partner's pictures.

To the teacher

PRACTICE 3 FILL THE ROOM

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss turn to the appropriate pages in their SBs.
- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss complete their pictures.
- 5) To correct, have the Ss compare their pictures.

P=3=

SB p. 75

Fill the Room

To practise asking and saying where things are.

Roles: S1 – p. 75

S2 – p. 77

S1

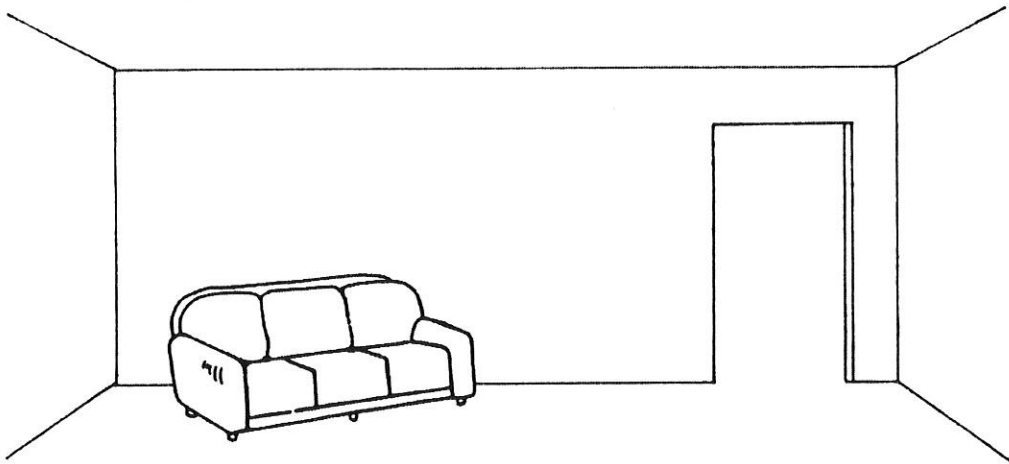
A. For each item listed below:

Ask your partner where it is and draw it in the appropriate place in your picture. **You begin.**

bookcase
coffee table

lamp
magazines

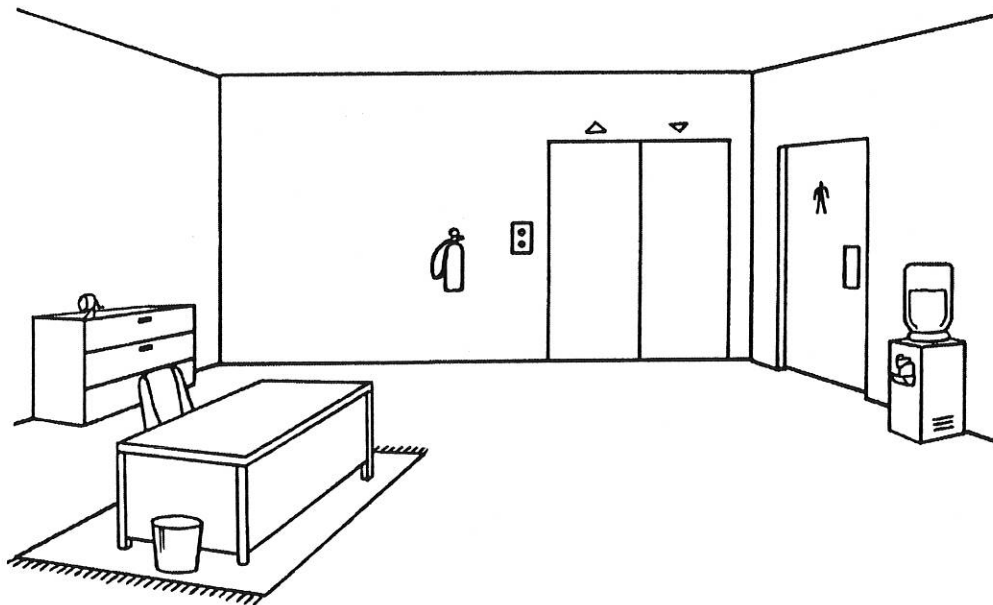
newspaper
television



Compare your picture with your partner's picture.

S1

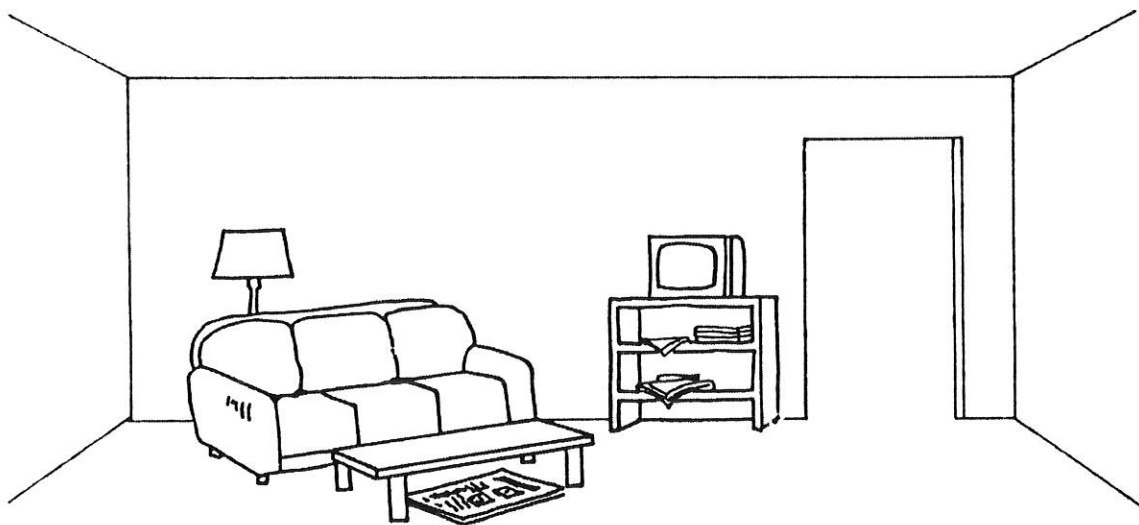
- B. Use the picture below to answer your partner's questions about items in the picture. **Your partner begins.**



Compare your picture with your partner's picture.

S2

- A. Use the picture below to answer your partner's questions about items in the picture. **Your partner begins.**



Compare your picture with your partner's picture.

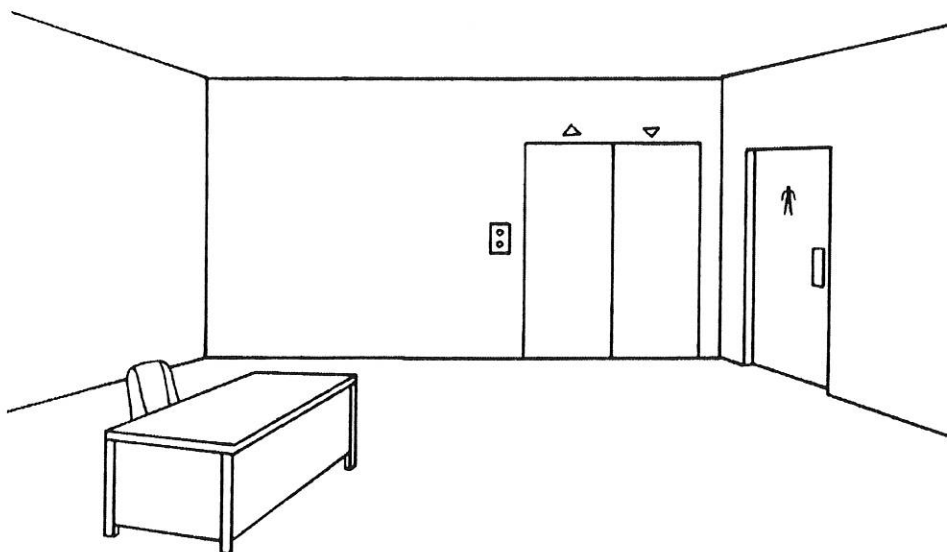
- B. For each item listed below:

Ask your partner where it is and draw it in the appropriate place in your picture. **You begin.**

filing cabinet
fire extinguisher

pencil sharpener
rug

water cooler
wastebasket



Compare your picture with your partner's picture.

UNIT

8

PHONING SOMEONE

PRESENTATION

PART I

ASKING FOR PHONE NUMBERS

To focus on the numbers from one to ten

Face-to-face

- 1) Write the numbers from one to ten and zero on the BB and have the Ss practise saying them.
- 2) Have the Ss say some telephone numbers. Ask them if they know the phone numbers of, for example:

the language school
the police station / fire department
directory assistance (information)
the operator
their offices

Write the phone numbers on the BB and have the Ss practise reading them.

To focus on the exponents for asking for phone numbers

Face-to-face

- 3) Elicit the exponents for asking for phone numbers. Ask the Ss, for example:

What might you ask me if you wanted to know my phone number?
What might you ask me if you wanted to get my number at work?
Write the exponents on the BB. See STUDY p. 107.

To have the Ss try asking for and saying phone numbers

- 4) Have the Ss turn to SB p. 79. See p. 104.
- 5) Have the Ss write their classmates' names in the first column of the chart. Ss ask each other for their home and office numbers to fill in the chart.

1

Asking for and Saying Phone Numbers

SB p. 79



Discuss when it is culturally appropriate to ask for a phone number.

Name	Home Phone Number	Office Phone Number

PART II

PHONING SOMEONE

To introduce the language for phoning someone

1) Have the Ss turn to SB p. 79. See p. 105.

Situation

2) Present the SITUATION to the Ss:

Alex phones his friend, Barbara. Her secretary answers the telephone.

Flow Chart

3) Have the Ss read the possible exchanges that might take place between Alex, and Barbara's secretary. See p. 105.

4) Have the Ss try to label the different parts of the flow chart by choosing appropriate functions from the box. See KEY.

Ss write the functions in the spaces provided.

To focus on the exponents for phoning someone

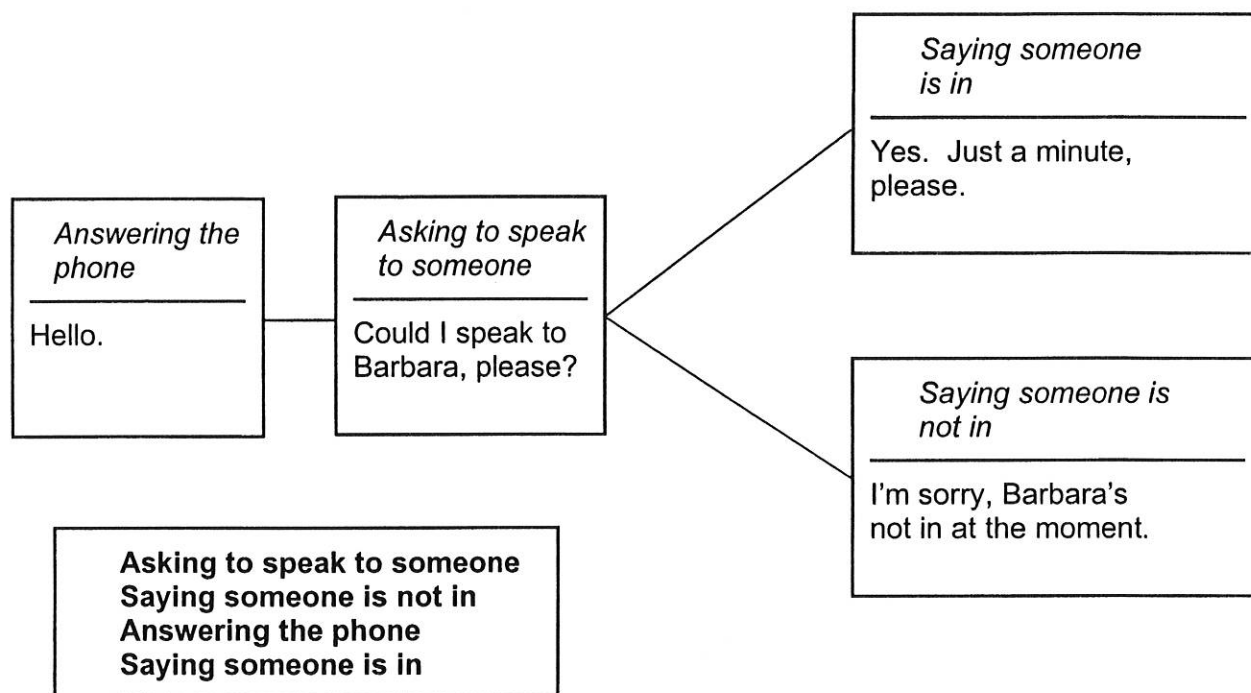
Flow Chart

- 5) Go through the flow chart again to elicit other exponents for each function.
Write the exponents on the BB. See STUDY p. 107.

2

Phoning Someone

SB p.79



To have the Ss try the language for phoning someone

- 6) Have the Ss turn to SB p. 80. See below.
- 7) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play.

3

Phoning Someone

SB p. 80.

For each number:

S1 – Answer the phone using the cues provided.

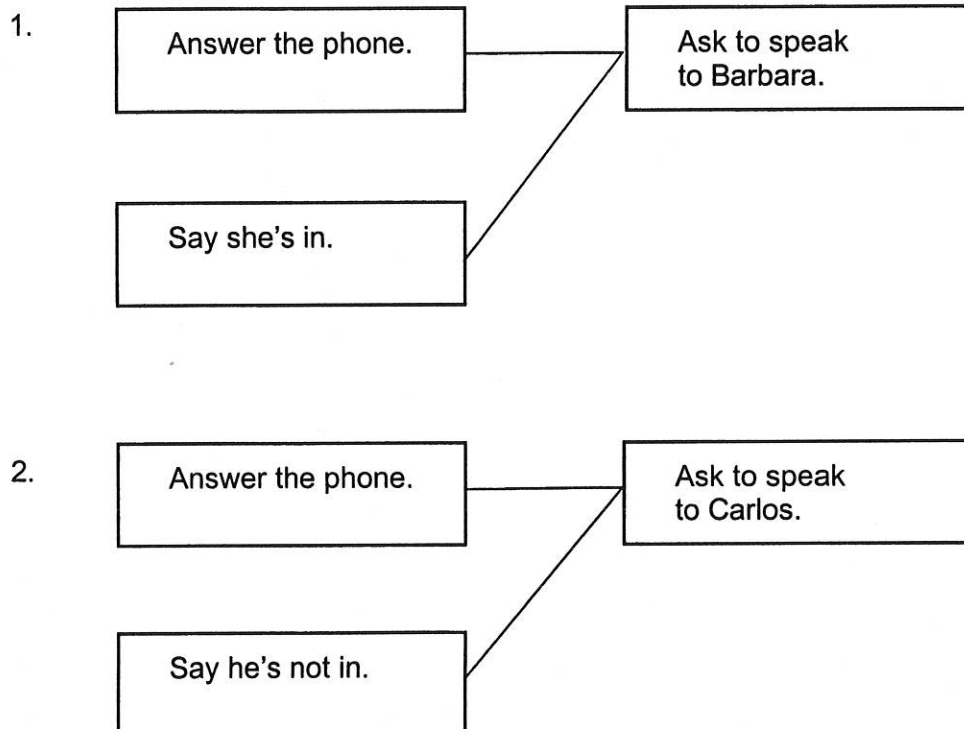
S2 – Make a telephone call using the cues provided.

Switch roles and repeat the role plays.

Cues

S1

S2

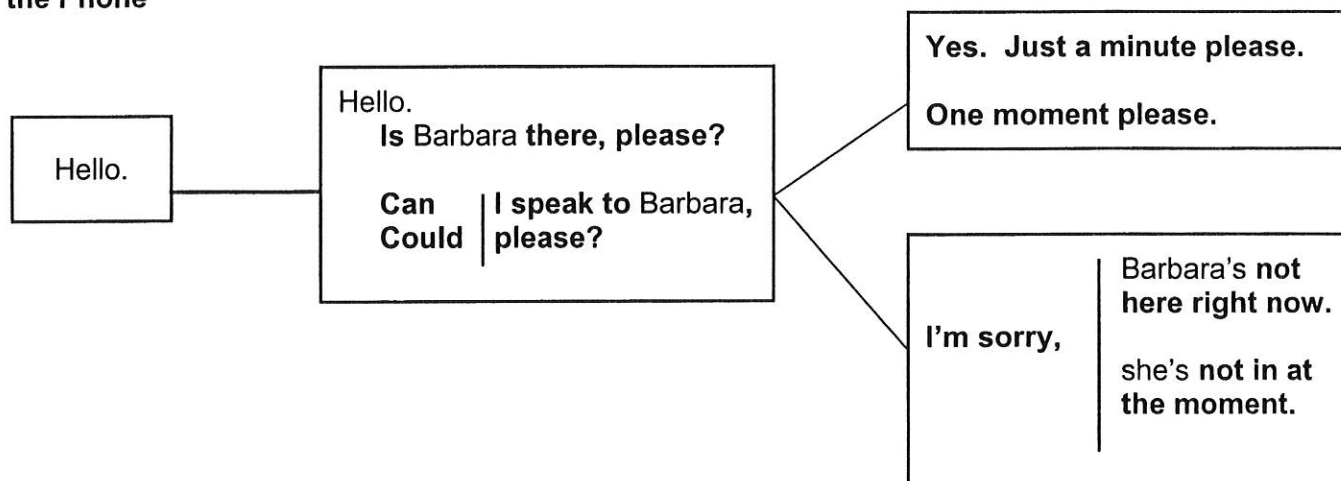


STUDY

SB p. 81

NUMBERS

1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten
0 zero	In phone numbers, 0 can be said "zero" or "oh".			

ASKING FOR PHONE NUMBERS**What's your phone number?****What's your phone number at home?**
What's your phone number at | **work?**
the office?
Do you | **know** | **Steve's phone number?**
have
PHONING SOMEONE**Answering
the Phone****Asking to Speak to Someone****Responding**

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions with the Ss and play Number 1 on the tape or CD-ROM to do an example.
- 2) Play the tape or CD-ROM and have the Ss do Part A.
- 3) Correct with the Ss.

P=1

LISTEN / WRITE / SPEAK

SB p. 83

- A. You will hear people asking for telephone numbers and responding.



Listen to the conversations and write down the phone numbers you hear.

KEY

1. 347-9531
2. 249-1037
3. 489-7297
4. 548-3217
5. 572-5542
6. 433-1122

To the teacher

- B. 1) Go over the instructions with the Ss and play Number 1 on the tape or CD-ROM to do an example.
- 2) Play the tape or CD-ROM and have the Ss do Part B.
- 3) Correct with the Ss.

Script

KEY

1.

A: Jeff, do you know Robert's phone number?
 B: Yeah, it's 347-9531.
 A: 347-95 . . . ?
 B: 9531.
 A: Thanks.

2.

A: Is this 249-1037?
 B: Yes, it is.
 A: Can I speak to Shirley, please?
 B: Just a minute.

3.

A: What's Judy's phone number at home ?
 B: I think it's 489-7297.
 A: 7-2-9-7. O.K. Thanks.

4.

A: 548-3217. Is that your number at work ?
 B: No, that's my home phone number.

- 5.
- | | |
|----|----------------------------------|
| A: | <u>What's your</u> phone number? |
| B: | It's 572-5542. |
| A: | 572-5542. O.K. |

- 6.
- | | |
|----|------------------------------------|
| A: | Is Ann's number at work 433-1122? |
| B: | No, <u>that's her home number.</u> |

To the teacher

- C. 1) Divide the Ss into pairs.
2) Have the pairs of Ss read the conversations aloud.

SB p. 85

- C. Work with a partner.
Practise the conversations with your partner.

To the teacher

PRACTICE 2

- A. 1) Go over the instructions and do an example with the Ss.
2) Have the Ss write the conversations.
3) Correct with the Ss.

A. Write the telephone conversations using the cues provided.

**Suggested
KEY**

Ask to speak to someone

1.

Can I please speak
to Eugene?
cue: Eugene

2.

Hi! Is Ken there,
please?
cue: Ken

3.

Could I speak to
Wendy, please?
cue: Wendy

4.

Hello. Is Margaret
there, please?
cue: Margaret

Respond

I'm sorry. Eugene's not
in right now.
cue: Eugene's not in.

No, I'm sorry. He's
not here right now.
cue: Ken's not in.

Yes, just a minute
please.
cue: Wendy's in

Yes, one moment
please.
cue: Margaret's in.

Ask to speak to someone

Respond

5.

Can I speak to

Winston, please?

cue: Winston

Yes, just a minute

please.

cue: Winston's in.

1.

Could I speak to

Elizabeth, please?

cue: Elizabeth

I'm sorry, Elizabeth's

not here right now.

cue: Elizabeth's not in.

To the teacher

2. 1) Divide the Ss into pairs.
2. Have each pair of Ss first read aloud all of one S's conversations and then all of the other S's conversations.

SB p. 86

B. Work with a partner.

Practise your corrected conversations and those of your partner.

PRACTICE 3

To the teacher

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss turn to the appropriate pages in their SBs.
- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do the practice.
- 5) To correct, have the Ss compare their charts.

P=3 SPEAK

SB p. 87

Work with a partner.

To practise asking for phone numbers.

Roles: S1 – p. 87

S2 – p. 88

S1

- A. You are making a list of the telephone numbers of the people listed below. Ask your partner for the phone numbers that you don't have and write them in your list. **You begin.**

Name	Home Number	Work Number
Pauline Chan		996-8484
Irene Davies		
Ron Fraser		786-9320
Scott Heller	669-0378	
John Prescott		
Bonnie Reynolds	339-6234	
Doris Varga		639-7984

S1

- B. Your partner is making up a list of telephone numbers. Use the list below to give your partner the phone numbers he/she asks for. **Your partner begins.**

Name	Home Number	Work Number
Albert Casas	421-7986	986-2106
Steven Craig	391-9407	229-6019
Lisa Duncan	592-5500	635-7219
Grant Godwin	376-3197	629-1781
Karen Jarvis	273-5946	781-9051
Rita Lopez	391-0225	629-7139
David Weinberg	947-5101	815-3215

S2

- A. Your partner is making up a list of telephone numbers. Use the list below to give your partner the phone numbers he/she asks for. **Your partner begins.**

Name	Home Number	Work Number
Pauline Chan	522-6784	996-8484
Irene Davies	271-5156	784-0366
Ron Fraser	332-4055	786-9320
Scott Heller	669-0378	218-7810
John Prescott	781-0218	847-4717
Bonnie Reynolds	339-6234	962-2343
Doris Varga	801-1100	639-7984

S1

- B) You are making a list of the telephone numbers of the people listed below. Ask your partner for the phone numbers that you don't have and write them in your list. **You begin.**

Name	Home Number	Work Number
Albert Casas		986-2106
Steven Craig	391-9407	
Lisa Duncan	592-5500	
Grant Godwin		
Karen Jarvis	273-5946	
Rita Lopez		
David Weinberg		815-3215

UNIT 9

GETTING TO KNOW SOMEONE

PRESENTATION

PART I

ASKING QUESTIONS

To introduce the language for getting to know someone

Tape/CD

1) Inform the Ss that they will listen to some conversations in which people are getting to know each other. See script p. 118.

2) Draw the chart on the BB, without the answers, and have the Ss copy it.

Go over the chart with the Ss.

KEY

Conversation	Are the speakers talking about		
	occupation?	employer?	residence?
1		✓	
2	✓		
3			✓
4		✓	
5			✓
6		✓	
7	✓		
8		✓	
9	✓		
10			✓

3) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.

4) Check the information in the chart with the Ss. See KEY.

CONVERSATION 1

A: Do you work for the phone company?

B: No, I don't. I'm with the government.

CONVERSATION 2

A: What kind of work do you do, Paul?

B: I'm an electrical engineer.

CONVERSATION 3

A: Do you live in Halifax?

B: No, I work there but I don't live there. I live in Dartmouth.

CONVERSATION 4

A: Which department do you work for?

B: I'm with the Department of Justice.

CONVERSATION 5

A: Where do you live?

B: I live in Richmond Hill. It's near Toronto.

CONVERSATION 6

A: Where do you work now, Jack?

B: I work for a consulting firm, Smith and Associates.

CONVERSATION 7

A: I work night shifts.

B: Really, what do you do?

A: I'm a guard at the penitentiary.

CONVERSATION 8

A: What company do you work for?

B: I work for Belmar Incorporated. We make sailboats.

CONVERSATION 9

A: What do you do for a living?

B: I'm a letter carrier.

CONVERSATION 10

A: Where're you from, Donald?

B: I'm from Whitehorse. I'm here on business.

To focus on:

- **exponents for asking about occupation, employer, and residence**
- **simple present – interrogative**
- **“wh”-questions**

Text

5) Have the Ss turn to SB p. 89 and look at the conversations they have just heard. See p. 120. The conversations are now grouped according to topic.

6) For Numbers 1 to 3:

Have the Ss try to identify the exponents for asking about someone's occupation. See KEY. Ss underline the exponents in their SBs.

For numbers 4 to 7:

Follow the same procedure to focus on the exponents for asking who someone works for.

For numbers 8 to 10:

Follow the same procedure to focus on the exponents for asking where someone lives.

Explain the interrogative forms of the simple present and “wh”-questions. See STUDY p. 126.

OCCUPATION

- KEY**
1. A: What kind of work do you do, Paul?
B: I'm an electrical engineer.
1. A: I work night shifts.
B: Really, what do you do?
A: I'm a guard at the penitentiary.
3. A: What do you do for a living?
B: I'm a letter carrier.

EMPLOYER

4. A: Do you work for the phone company?
B: No, I don't. I'm with the government.
5. A: Which department do you work for?
B: I'm with the Department of Justice.
6. A: Where do you work now, Jack?
B: I work for a consulting firm, Smith and Associates.
7. A: What company do you work for?
B: I work for Belmar Incorporated. We make sailboats.

RESIDENCE

8. A: Do you live in Halifax?

B: No, I work there but I don't live there. I live in Dartmouth.

9. A: Where do you live?

B: I live in Richmond Hill. It's near Toronto.

10. A: Where're you from, Donald?

B: I'm from Whitehorse. I'm here on business.

PART II

RESPONDING

To introduce the language for responding

Text \

- 1) Inform the Ss that they will listen to conversations in which people respond to questions about:

- occupation (Conversations 1 and 2)
- employer (Conversations 3, 4 and 5)
- residence (Conversations 6, 7 and 8)

See script p. 122.

- 2) To introduce the responses to questions about *occupation*:

Draw the chart on the BB, without the answers, and have the Ss copy it.
See below.

Go over the question with the Ss.

Play the tape or CD-ROM and have the Ss fill in the chart as they listen.

Check the information in the chart with the Ss. See KEY.

**Suggested
KEY**

Conversation	What's the person's occupation?
1	<i>assistant manager</i>
2	<i>sales representative</i>

- 3) Follow the same procedure to introduce the responses to questions about *employer*.

**Suggested
KEY**

Conversation	Where does the person work?
3	<i>an accounting firm</i>
4	<i>federal government</i>
5	<i>A.C.M. Studios</i>

- 4) Follow the same procedure to introduce the responses to questions about *residence*.

**Suggested
KEY**

Conversation	Where does the person live?
6	<i>near City Hall</i>
7	<i>in a townhouse</i>
8	<i>downtown</i>

Script

Modified Cloze

2

Responding

SB. p. 90

CONVERSATION 1

KEY A: I work for Consumer Affairs.

B Really, what do you do there?

A: Well, I'm an assistant manager in the quality control division.

CONVERSATION 2

A: You seem to travel a lot. What do you do for a living?

B: I'm a sales representative.

CONVERSATION 3

A: Where do you work?

B: I work for an accounting firm.

CONVERSATION 4

A: You're with Wade and Emerson, aren't you?

B: No, I don't work for them anymore. I'm with the federal government now.

CONVERSATION 5

A: Kevin, do you still work for A.C.M. Studios?

B: Yes, I do.

CONVERSATION 6

A: Where do you live?

B: I live near City Hall.

CONVERSATION 7

A: Don't you live in an apartment?

B: No, I don't live in an apartment. I live in a townhouse.

CONVERSATION 8

A: Do you live near the airport?

B: No, I don't. I live downtown.

To focus on:

- **exponents for responding**
- **simple present – affirmative and negative**
- **short answers with “do”**

Text

- 4) Have the Ss turn to SB p. 90 and look at the conversations they have just heard. See p. 122.

Tape/CD



- 5) Have the Ss do the modified cloze:

Play the tape or CD-ROM. Have the Ss try to fill in the blanks as they listen.

Stop the tape or CD-ROM after each conversation to go over the answer with the Ss. See KEY.

Explain the relevant grammar. See STUDY p. 126.

To have the Ss try the language for getting to know someone

- 6) Have the Ss turn to SB p. 91. See below.
- 7) Divide the Ss into pairs and have them role play.

3

Getting to Know Someone

SB p. 91

Role play the SITUATION:

You are new students in a class. You want to get to know each other.

Ask each other questions about:

- where you live
- where you work
- who you work for

STUDY

SB p. 93

GETTING TO KNOW SOMEONE

ASKING ABOUT SOMEONE'S OCCUPATION

RESPONDING

What do you do?
What kind of work do you do?
What do you do for a living?

I'm a technical analyst.

ASKING WHO SOMEONE WORKS FOR

RESPONDING

Do you work for the government?

Yes, I do.

Which department do you work for?
What

I work for External Affairs.
I'm with

Where do you work?
What company do you work for?

I work for Empire Products.

ASKING WHERE SOMEONE LIVES

Do you live in Montréal?

Where do you live?

Where're you from?

RESPONDING

Yes, I do.

No, I don't. I live in Sherbrooke.

I live in Detroit.

I'm from Rimouski. I'm here for language training.

SIMPLE PRESENT

Interrogative	
do I work?	do we work?
do you work?	do you work?
does he/she/it work?	do they work?
For wh-questions , add the question word to the interrogative.	
Where do you work? What do you do?	

Affirmative	Negative
I work	I don't work
you work	you don't work
he/she/it works	he/she/it doesn't work
we work	we don't work
you work	you don't work
they work	they don't work

Short Answers	
Yes, I do.	No, I don't.
Yes, we do.	No, we don't.

PRACTICE

To the teacher

PRACTICE 1

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss complete the conversations.
 3) Correct with the Ss.

P=1

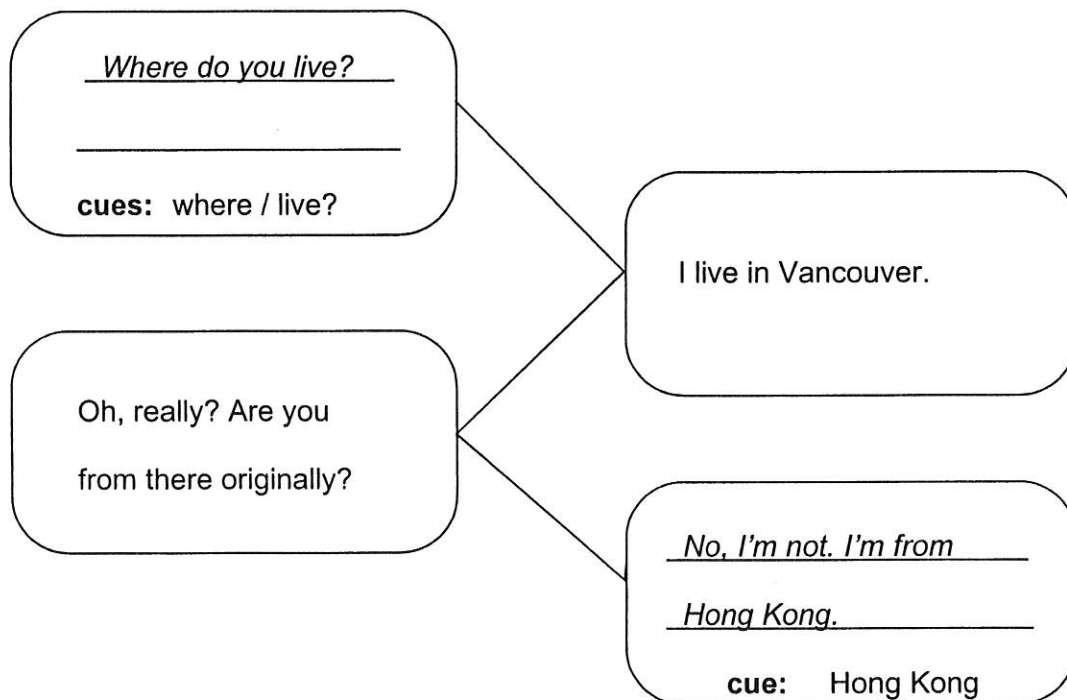
WRITE / SPEAK

SB p.95

- A. In the following conversations, people are getting to know each other.
 Complete the conversations using the cues provided.

Suggested KEY

1.



2.

What kind of work do
you do, Henry?

I'm a plumber.

cue: plumber

Oh, where do you work?

cues: where / work?

I'm with Public Works.

3.

Do you live in Boston?

cues: live / Boston?

Yes, I do.

What part of town
do you live in?

I live in Cambridge

near the river.

cues: live / Cambridge

4.

Where're you from?

cues: where / from

I'm from Charlottetown,
but I live in Ottawa
now.

Do you work for
the government?

Yes, I do.

cue: yes

5.

Which branch do you work
for?

cues: branch / work?

I'm with Staff
Development.

Are you an instructor?

No, I'm a secretary.

cues: no / secretary

6.

Are you from Québec
City?

cue: Québec City?

No, I'm from Montréal.

Do you live downtown?

No, I don't. I live
in Laval.

cues: no / Laval

7.

Do you work in
this building?

Yes, I do.

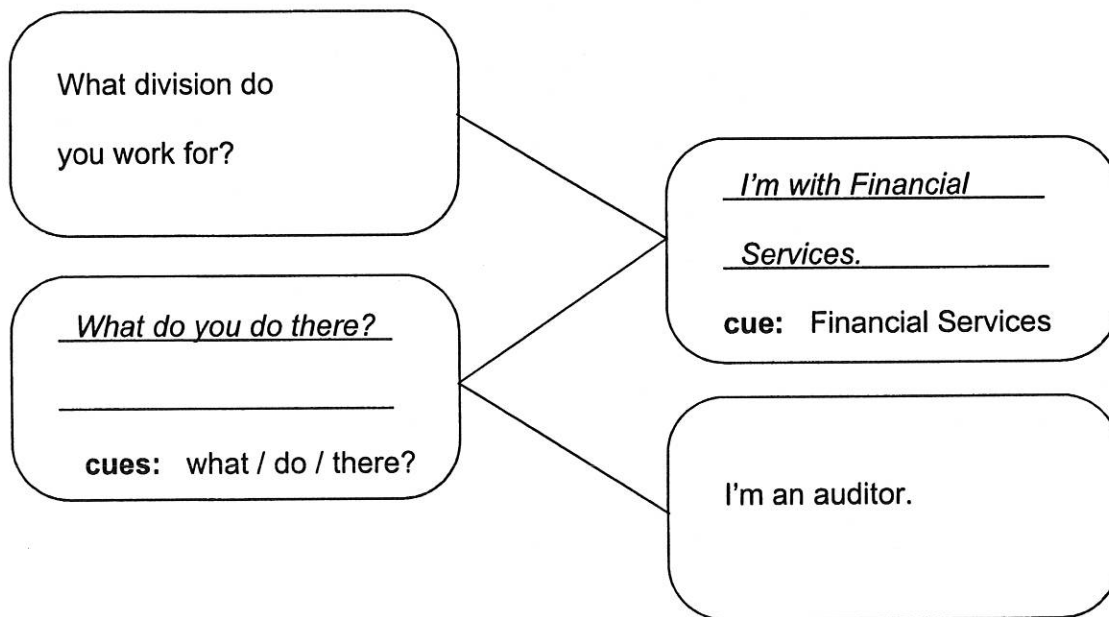
cue: yes

Where do you work?

cues: where / work?

I'm a receptionist at
the Computer Centre on
the eighth floor.

8.



To the teacher

- B. 1) Divide the Ss into pairs.
- 2) Have each pair of Ss first read aloud all of one S's conversations and then all of the other S's conversations.

SB p. 98

B. Work with a partner.

Practise your corrected conversations and those of your partner.

To the teacher**PRACTICE 2**

- A. 1) Go over the instructions with the Ss and play Number 1 on the tape or CD-ROM to do an example.
- 2) Play the tape or CD-ROM and have the Ss do Part A.
- 3) Correct with the Ss.

P=2**LISTEN / WRITE / SPEAK**

SB p. 98

To practise the language for getting to know someone.



- A. You will hear different people asking you questions about yourself. Write responses to the questions in the spaces provided.

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

To the teacher

- B. 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2.
- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do Part B.

For each number:

S1 – Begin the conversation using the question in the box.

S2 – Respond using the responses that you wrote in Part A.

Switch roles and repeat.

Script

1. Where're you from?

6. Do you work downtown?

2. Where do you work?

7. Which department do you work for?

3. Are you a salesclerk?

8. Do you live in Montréal?

4. Are you from Alberta?

9. What do you do?

5. Where do you live?

10. Do you work for the provincial Government?

To the teacher**PRACTICE 3****NOTE:**

To prepare for this practice, you will need to photocopy the role cards on p. 134 and cut them out. If there are fewer than 10 Ss in the class, you won't need to use all the role cards.

- 1) Go over the instructions with the Ss and distribute the role cards.
- 2) Have the Ss do the practice.
- 3) Correct the information in the chart with the Ss.

P=3=

SB p. 100

SPEAK

To practise the language for getting to know someone.

Read the SITUATION:

You are at a meeting in Toronto. There are people at the meeting from various places.

Introduce yourself using the role card your teacher gives you.

Ask the people questions to get to know them and use the information they give you to fill in the chart.

KEY

Name	Job	Employer	Where the person is from
<i>Robert Mercier</i>	<i>Planning Officer</i>	<i>Canadian Northern</i>	<i>Montréal</i>
<i>David Lerner</i>	<i>Chemist</i>	<i>Bryce Petroleum</i>	<i>Edmonton</i>
<i>Joan Brown</i>	<i>Psychologist</i>	<i>Conway Research</i>	<i>Los Angeles</i>
<i>Sarah Bauer</i>	<i>Project Manager</i>	<i>Ling Enterprises</i>	<i>Vancouver</i>
<i>Roger Curtis</i>	<i>Economist</i>	<i>J.B. Forest</i>	<i>Chicago</i>
<i>Sally Bowen</i>	<i>Executive Secretary</i>	<i>Meritvale</i>	<i>Toronto</i>
<i>Dale Grant</i>	<i>Sales Manager</i>	<i>Ocean Products</i>	<i>Halifax</i>
<i>Don Simpson</i>	<i>Engineer</i>	<i>Resource Industries</i>	<i>Lethbridge</i>
<i>Susan Morris</i>	<i>Administrator</i>	<i>Civic Hospital</i>	<i>Winnipeg</i>
<i>Michael Borg</i>	<i>Personnel Manager</i>	<i>Maritime Airlines</i>	<i>Fredericton</i>

ROLE CARDS

NAME: ROBERT MERCIER
JOB: PLANNING OFFICER
EMPLOYER: CANADIAN NORTHERN
ORIGIN: MONTRÉAL

NAME: SALLY BOWEN
JOB: EXECUTIVE SECRETARY
EMPLOYER: MERITVALE
ORIGIN: TORONTO

NAME: DAVID LERNER
JOB: CHEMIST
EMPLOYER: BRYCE PETROLEUM
ORIGIN: EDMONTON

NAME: DALE GRANT
JOB: SALES MANAGER
EMPLOYER: OCEAN PRODUCTS
ORIGIN: HALIFAX

NAME: JOAN BROWN
JOB: PSYCHOLOGIST
EMPLOYER: CONWAY RESEARCH
ORIGIN: LOS ANGELES

NAME: DON SIMPSON
JOB: ENGINEER
EMPLOYER: RESOURCE INDUSTRIES
ORIGIN: LETHBRIDGE

NAME: SARAH BAUER
JOB: PROJECT MANAGER
EMPLOYER: LING ENTERPRISES
ORIGIN: VANCOUVER

NAME: SUSAN MORRIS
JOB: ADMINISTRATOR
EMPLOYER: CIVIC HOSPITAL
ORIGIN: WINNIPEG

NAME: ROGER CURTIS
JOB: ECONOMIST
EMPLOYER: J.B. FOREST
ORIGIN: CHICAGO

NAME: MICHAEL BORG
JOB: PERSONNEL MANAGER
EMPLOYER: MARITIME AIRLINES
ORIGIN: FREDERICTON

UNIT 10

GIVING ADDRESSES

PRESENTATION

To focus on numbers above 10

Text

- 1) Have the Ss turn to STUDY, SB p. 105. See p. 139.

Go over the numbers with the Ss.

To focus on the vocabulary for addresses

Text

- 2) Have the Ss turn to SB p. 101. See below.
- 3) Have the Ss look at the street signs and try to say what the abbreviations stand for. Write the words on the BB. See KEY.

Have the Ss write them in the spaces provided.

1

STREET SIGNS

SB p. 101

PEEL ST.

KEY street

REDWOOD AVE.

avenue

KENMORE DR.

drive

SOMERSET W.

west

CAVENDISH BLVD.

boulevard

2ND AVE. N.

avenue north

E. KING EDWARD

east

NORTHBANK RD.

road

LAKEVIEW CRES.

crescent

58 ST. S.W.

street southwest

BARRINGTON PL.

place

CARTIER SQ.

square

To focus on saying addresses

Text

- 4) Have the Ss turn to SB p. 102. See below.
- 5) Have the Ss try to say the addresses. Write out the numbers on the BB. See KEY. Ss write them in the spaces provided.

2

SB p. 102

SAYING ADDRESSES

1. 45 Regent Ave.
2. 1000 Young St.
3. 1790 Park Ave.
4. 515 Harwood Blvd.
5. 11053-85th Ave.
6. 1007 Willowdale Cres.
7. 806 Barkley Rd.
8. 300 1st Ave.
9. 1900 Cedar Dr.
10. 8619 Jackson Blvd.

NUMBERS **Suggested KEY**

forty-five

one thousand

seventeen - ninety

five - fifteen

one - one - oh - five - three

one - zero - zero - seven

eight - oh - six

three hundred

nineteen hundred

eighty-six - nineteen

To focus on the exponents for asking for addresses and responding

Text

- 6) Have the Ss look at SB p. 102. See below.
- 7) Go over the questions with the Ss. Have different Ss in the class respond to them. Have each S write his/her own information in the spaces provided.

3

SB p. 102

GIVING YOUR ADDRESS

YOUR HOME ADDRESS

What's your home address?	(It's)	
What's your address at home?		
What's your postal code?		

YOUR WORK ADDRESS

What's your work address?	(It's)	
What's your address at work?		

To have the Ss try asking for addresses and responding

- 8) Have the Ss turn to SB p. 103. See p. 138.
- 9) Have the Ss go around the class and ask five other Ss for their home and work addresses. Ss write the information in the chart.

Remind the Ss to include the postal code.

4

ASKING FOR ADDRESSES AND RESPONDING

SB p. 103

Name	Home address	Work address

STUDY

SB p. 105

NUMBERS GREATER THAN TEN

11	eleven	20	twenty	29	twenty-nine
12	twelve	21	twenty-one	30	thirty
13	thirteen	22	twenty-two	31	thirty-one
14	fourteen	23	twenty-three	40	forty
15	fifteen	24	twenty-four	50	fifty
16	sixteen	25	twenty-five	60	sixty
17	seventeen	26	twenty-six	70	seventy
18	eighteen	27	twenty-seven	80	eighty
19	nineteen	28	twenty-eight	90	ninety
100	a/one hundred	1 000* \$1,000^o			a/one thousand a/one thousand (dollars)
101	a/one hundred and one	1 000 000* \$1,000,000^o			a/one million a/one million (dollars)
120	a/one hundred and twenty	1 000 000 000* \$1,000,000,000^o			a/one billion a/one billion (dollars)

* Use spaces, not commas, to separate *general numbers* of 1 000 or more into groups of three numbers.

^o Commas are used by the Government of Canada and banks on *cheques* and other *financial documents* to separate groups of three numbers. Also note the dollar sign goes before the number.

Note: In addresses and telephone numbers there is no space between numbers; e.g. 12488 First St., 555-1111.

Vocabulary for Addresses

Avenue	...	Ave.
Boulevard	...	Blvd.
Court	...	Crt.
Crescent	...	Cres.
Drive	...	Dr.
Driveway	...	Drwy.
Parkway	...	Pkwy.
Place	...	Pl.
Road	...	Rd.
Square	...	Sq.
Street	...	St.
Terrace	...	Ter.

ASKING FOR ADDRESSES

What's your | home address?
| address at home?

Is there an apartment number?

What's your | work address?
| address at work?

What's | your | postal code?
| the |

RESPONDING

(It's) 2350 Willow Rd.

No, there isn't.
Yes, it's 10.

(It's) 9257 Fourth St.

(It's) H2Z 3H4.

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions with the Ss and play Number 1 on the tape or CD-ROM to do an example.
- 2) Play the tape or CD-ROM and have the Ss write the addresses.
- 3) Correct with the Ss

P=1

SB p. 107

LISTEN / WRITE / SPEAK

To practise asking for and giving addresses.



- A. Listen to the conversations and write down the street addresses, and postal codes, if given. You can use abbreviations.

1. 1603 Belmont Ave. E. V3W 1B6 (Note: no comma and two spaces before code)

2. 2063 Centre St., Apt 4A (Note: comma plus one space before apartment number)

3. 1839 Dawson Rd.

4. 1709 53rd St.

5. 928 Queen's Blvd. S. A1B 2X7

6. 206 Highland Cres.

7. 1048 Cartier Blvd., Apt. 706 G1Y 2P4

8. 106 Park St. W. V3V 6N4

To the teacher

- B. 1) Go over the instructions with the Ss and play Number 1 on the tape or CD-ROM to do an example.
- 2) Play the tape or CD-ROM and have the Ss do Part B.
- 3) Correct with the Ss.

SB p. 108 B. Listen to the conversations again and fill in the blanks.

Script

1. A: What's your home address, please?

KEY B: 1603 Belmont Avenue East. And my postal code's V3W 1B6.

2. A: Is this your new address ?

B: 2063 Centre Street, Apartment 4A. That's right.

3. A: Where are they holding the conference?

B: It's at the Regent Hotel. The address is
1839 Dawson Road.

4. A: Where're you living now, Bob?

B: On 53rd Street, 1709 53rd.

5. A: And your address at work, sir?

B: 928 Queen's Boulevard South.

A: Do you know the postal code ?

B: Yes, it's A1B 2X7.

6. A: Do you still live at 206 Highland Crescent?

B: Yes, I do.

7. A: What's your new address?

B: It's 1048 Cartier Boulevard, Apartment 706.

A: And your postal code? ?

B: It's G1Y 2P4.

8. A: Is that Park Street East ?

B: No, Park Street West, 106 Park Street West.

A: And the postal code?

B: V3V 6N4.

To the teacher

- C. 1) Divide the Ss into pairs.
- 2) Have the pairs of Ss read the conversations aloud.

SB p. 109

- C. Work with a partner.

Practise the corrected conversations with your partner.

PRACTICE 2

To the teacher

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss turn to the appropriate pages in their SBs.

NOTE:

You should remind the Ss that it is especially important for S1 and S2 not to look at each other's sheets.

- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do the role plays.
- 5) To check their information, have S1 and S2 compare sheets.

P=2

SB p. 109

SPEAK / WRITE Work with a partner.
To practise asking for and giving addresses.

Read the SITUATION:

The post office returned some letters because the addresses were incorrect.

Roles: S1 – p. 109

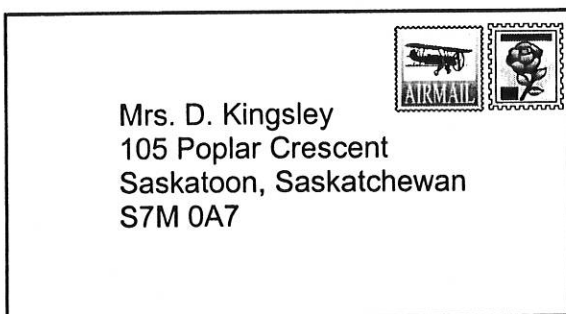
S2 – p. 112

S1

- A. You need new addresses. Call the accounts section to get the correct mailing addresses for the letters below. Write the correct information in the spaces provided. **You begin.**

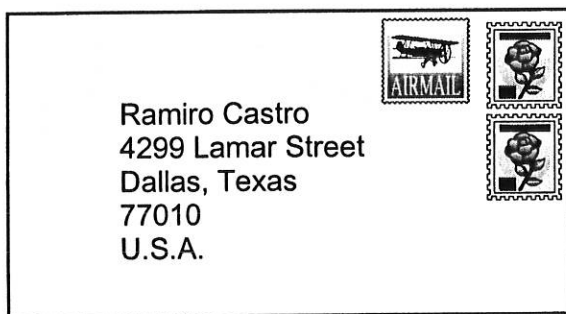
Letters Returned

1.



Correct Addresses


2.



S1


3.

Mrs. K. Thompson
17 Lundy's Lane
Kingston, Ontario
K7K 5L3





4.

Mr. & Mrs. T. Simpson
3415 Uplands
Toronto, Ontario
M1V 9M2



5.

Miss A. Moore
17 Ridge St.
Montréal, Quebec
H3Z 1L3

S1

- B. You work in the accounts section. Another employee from the mail room calls you to check some addresses. Answer his/her questions using the up-to-date list below. **Your partner begins.**

Name	Address
Block, Maggie	P.O. Box 983, Yellowknife, Northwest Territories X1A 2J8
Brampton, Douglas	33 Sunnycrest Dr., Ann Arbor, Michigan 48103, U.S.A.
Casas, Albert	417 Miller's Lane, Pittsburgh, Pennsylvania 15239, U.S.A.
Corso, Greg	54 Broadway, Cambridge, Massachusetts 02174, U.S.A.
Cory, Mrs. Ethel	1661 Alexander, Winnipeg, Manitoba R3E 1L9
Dalton, Ken	1200 Tower Rd., Halifax, Nova Scotia B3H 4H5
Diamond, Mr. R.	104-515 23rd St. S.W., Calgary, Alberta T2M 3Y6
Fisher, Mrs. P.	279 River Rd., Fredericton, New Brunswick E3B 2C2
Kinney, John	137 Kent St., Charlottetown, Prince Edward Island C1A 8C5
Lee, Cynthia	69 Old Mill Road, St. John's, Newfoundland A1C 3G9
Payne, Erica	317 Victoria Ave. East, Regina, Saskatchewan S4N 0N6
Roberts, Kelly	71 44th Ave., Edmundston, New Brunswick E3V 3A1
Singer, Philip	296 Richmond W., Toronto, Ontario M5A 1P5
Sutherland, Vera	7120-411 Cumberland, Winnipeg, Manitoba R3B 1T6
Trudeau, Denise	403-1215 Pacific, Vancouver, British Columbia V6E 3W6
Watkins, Mr. and Mrs. S.	246 McMaster Crescent, Saskatoon, Saskatchewan S7H 4E4

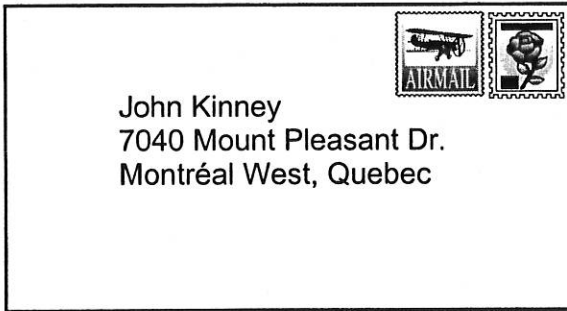
- A. You work in the accounts section. Another employee from the mail room calls you to check some addresses. Answer his/her questions using the up-to-date list below. **Your partner begins.**

Name	Address
Abrams, Michael	10316 82nd Ave., Edmonton, Alberta T6A 3M1
Arden, Mrs. Ruth	179 Bennett St., Atlanta, Georgia 30339, U.S.A.
Bryant, Miss E.	2360 Eglinton Ave., Toronto, Ontario M1K 2P2
Castro, Ramiro	8521 Morrison Rd., Los Angeles, California 94539, U.S.A.
Erikson, Mr. A.	31 Coronation Dr., Moncton, New Brunswick E1E 2X2
Gordon, Ms. F.	1500 Atwater, Apt. 1028, Montréal, Quebec H3H 1X6
Kingsley, Mrs. D.	3134 63rd Ave. S.W., Calgary, Alberta T2K 5L3
Lang, Gordon	7-139 Angus St., Regina, Saskatchewan S4R 3K3
MacGregor, Mr. R.	2649 Bloor W., Toronto, Ontario M3X 1A3
Miller, David	2233 Trafalgar, Vancouver, British Columbia V6K 3S8
Moore, Miss A.	304 Reserve Rd., Kelowna, British Columbia V1X 4K2
Simpson, Mr. and Mrs. T.	59-3415 Uplands Dr., Ottawa, Ontario K1V 9N4
Thompson, Mrs. K.	23 Sandale Gardens, Downsview, Ontario M3H 3Y4
Wagner, Mr. F.	31 Rochwood Ave., Halifax, Nova Scotia B3N 1X4
Young, Tom	781 Morgan Ave. S., Minneapolis, Minnesota 55405, U.S.A.

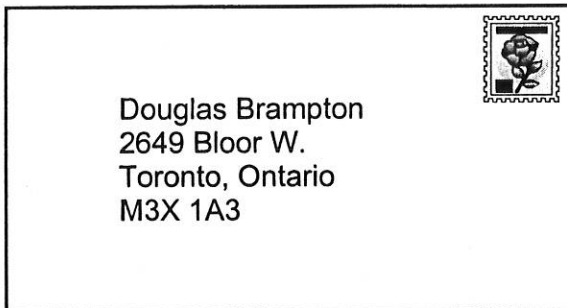
- B. You need new addresses. Call the accounts section to get the correct mailing addresses for the letters below. Write the correct information in the spaces provided. **You begin.**

Letters Returned**Correct Addresses**

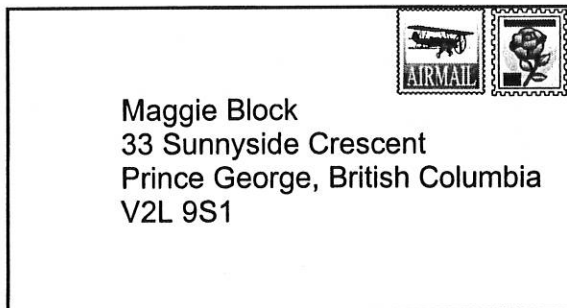
1.



2.

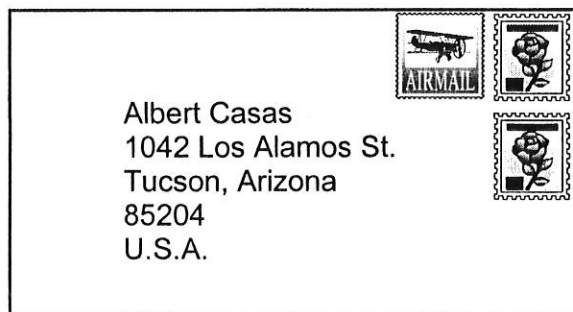


3.

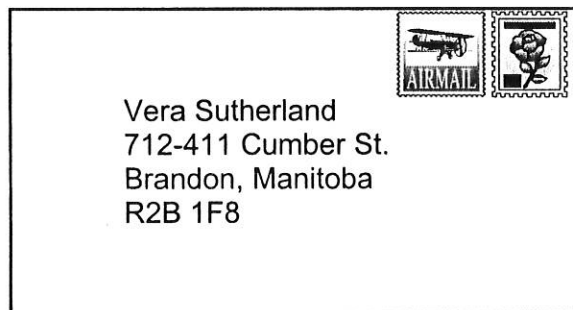


S2

4.



5.



UNIT 11

INTRODUCING PEOPLE

PRESENTATION

Vocabulary for family and work relationships is presented in Parts I and II. This vocabulary is then used in Part III in presenting the language for introducing people.

PART I

TALKING ABOUT FAMILY RELATIONSHIPS

To lead into the topic of family relationships

Face-to-face

- 1) Discuss family trees with the Ss. Ask them, for example:

Do you know what a family tree is?

Have you ever done one for your family?

To focus on vocabulary for family relationships

Illustration

- 2) Have the Ss turn to SB p. 115. See p. 152.

Have them look at Janet William's family tree to talk about family relationships.

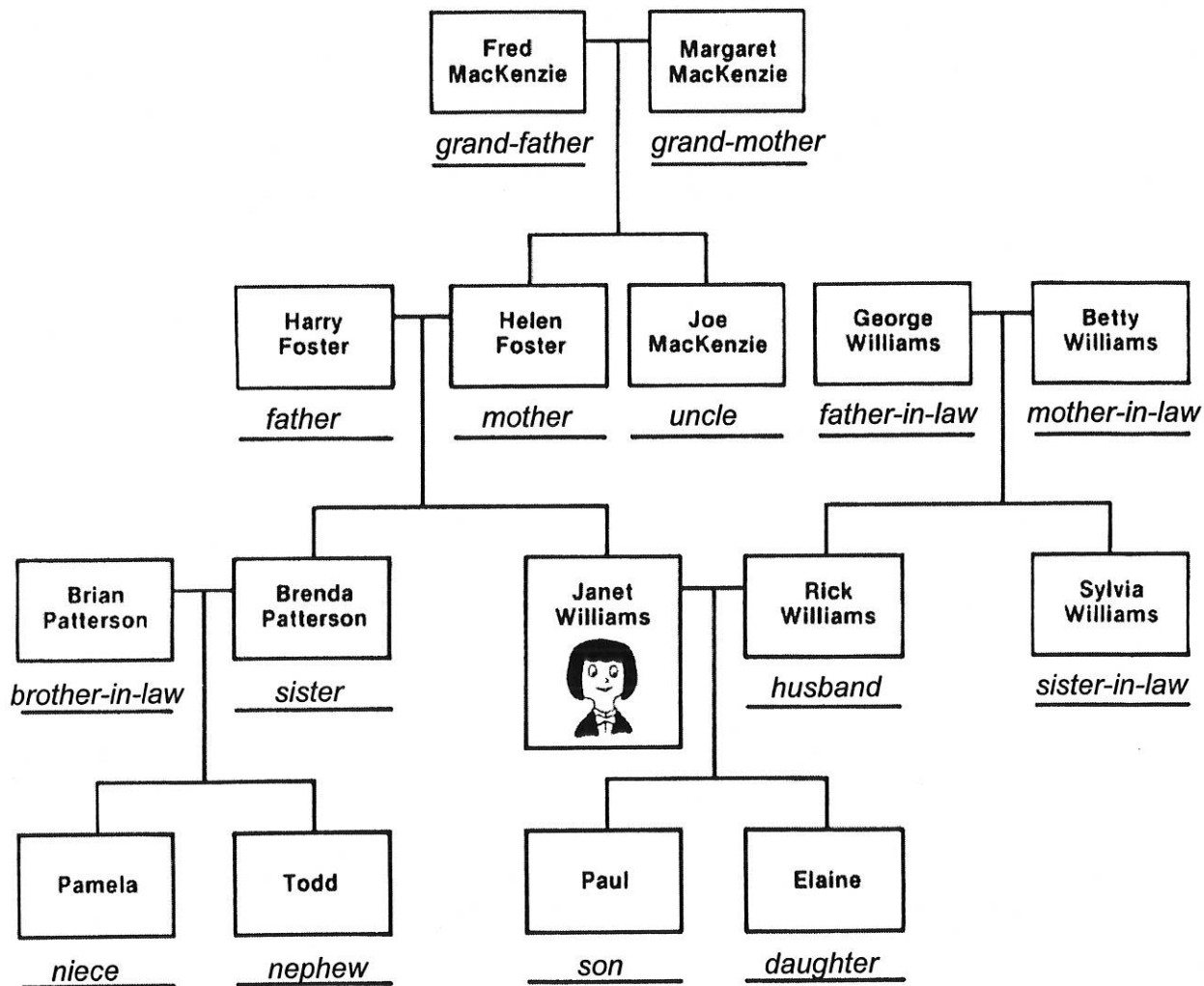
- 3) Have the Ss try to identify the different family relationships, referring to the words in the box if necessary. See KEY.

Have the Ss write the words in the spaces provided.

1

SB p. 115

Janet William's Family Tree



husband	sister	grandfather
mother	uncle	mother-in-law
father	niece	father-in-law
daughter	nephew	sister-in-law
son	grandmother	brother-in-law

To have the Ss try talking about family relationships

- 4) Have the Ss turn to SB p. 116. See below.
- 5) Have each S draw a family tree of his/her immediate family in the space provided. Go around the class and help the Ss.
- 6) Then have each S in turn describe his/her family to the class or to a partner referring to the family tree he/she has drawn.

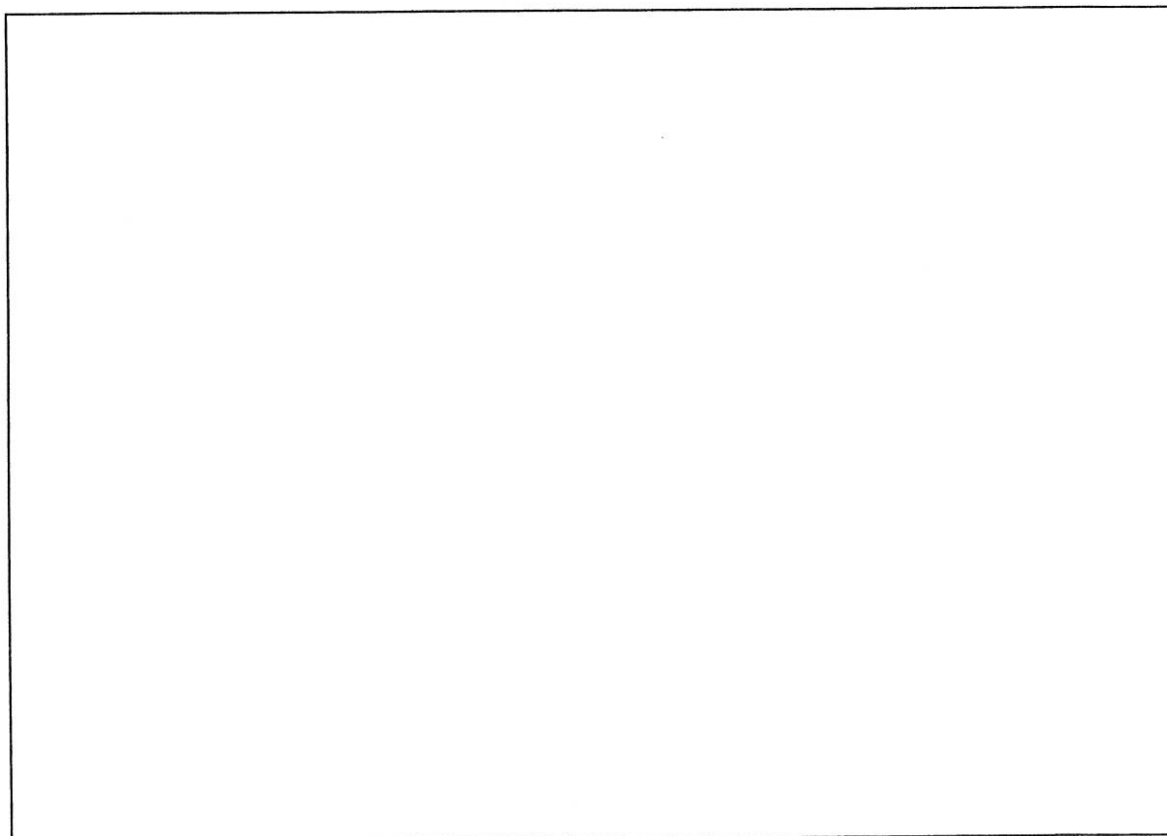
You can begin by describing your family.

2

SB p. 116

Talking About Family Relationships

My Family Tree



PART II

TALKING ABOUT WORK RELATIONSHIPS

To lead into the topic of work relationships

Face-to-face

- 1) Discuss organization charts with the Ss. Ask them, for example:

Do you know what an organization chart is?

Have you ever seen one at your place of work? When?

To focus on vocabulary for work relationships

Illustration

- 2) Have the Ss turn to SB p. 117. See p. 155.

Have them look at Doug Wilansky's organization chart to talk about work relationships.

Text

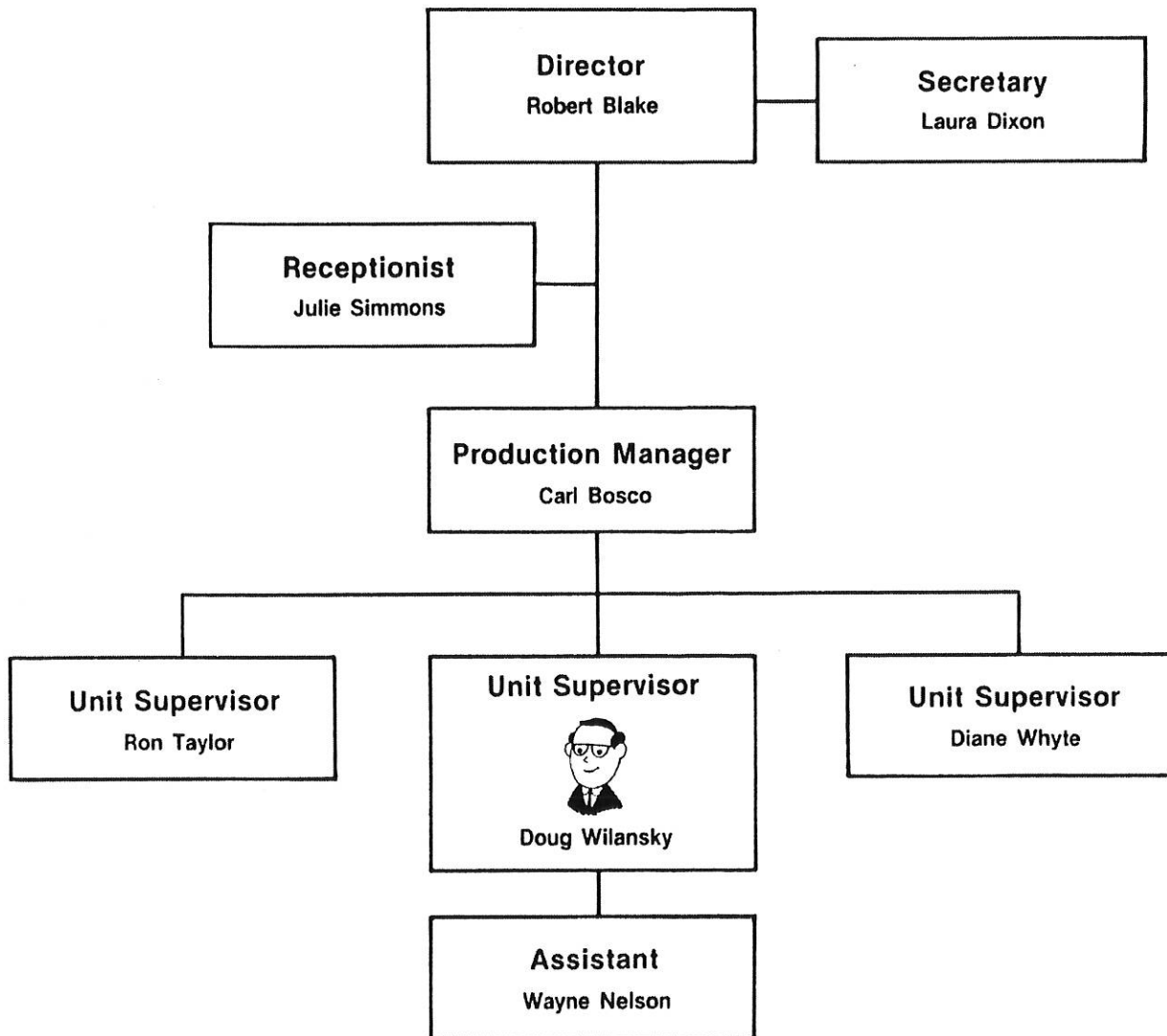
- 3) Have the Ss try to fill in the blanks in the sentences below the chart. Write the words on the BB. See KEY.

Have the Ss write them in the spaces provided.

3

The Organization Chart for Doug's Office

SB p. 117

**Suggested
KEY**

1. Ron Taylor and Diane Whyte are Doug's co-workers.
2. Carl Bosco is Doug's boss.
3. Wayne Nelson is Doug's assistant.
4. Robert Blake is the director.
5. Laura Dixon is the director's secretary.
6. Julie Simmons is the receptionist.

To have the Ss try talking about work relationships

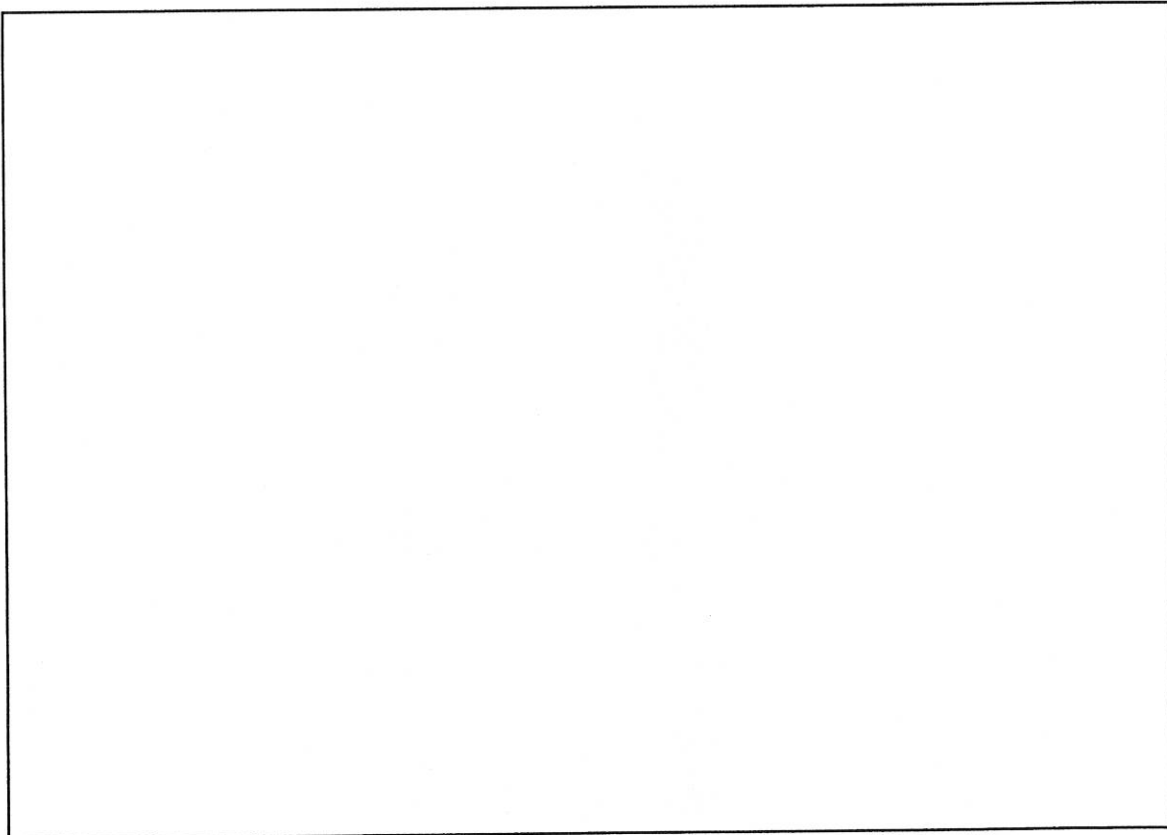
- 4) Have the Ss turn to SB p. 118. See below.
- 5) Have each S draw an organization chart for his/her office/division in the space provided. Go around the class and help the Ss.
- 6) Then have each S in turn describe his/her work relationships to the class or to a partner referring to the organization chart he/she has drawn. You can begin by describing your organization.

4

SB p. 118

Talking About Work Relationships

The Organization Chart for My Office



PART III

INTRODUCING PEOPLE

To focus on the exponents for introducing people and responding to introductions

Situation \

- 1) Present the SITUATION to the Ss:

Doug's wife, Marge, comes to his office. Doug introduces her to his supervisor, Carl.

- 2) Elicit the exponents for introducing people. Ask the Ss, for example:

What might Doug say to introduce Marge and Carl?

Write the exponents on the BB. See STUDY p. 160.

- 3) Elicit the exponents for responding to introductions by asking, for example:

What might Carl say?

What might Marge say?

Write the exponents on the BB. See STUDY p. 160.

To have the Ss try introducing people and responding to introductions

- 4) Have the Ss turn to SB p. 118. See below.
- 5) Divide the class into groups of three and assign roles: S1, S2, and S3. Have the Ss role play.

5

Introducing People and Responding

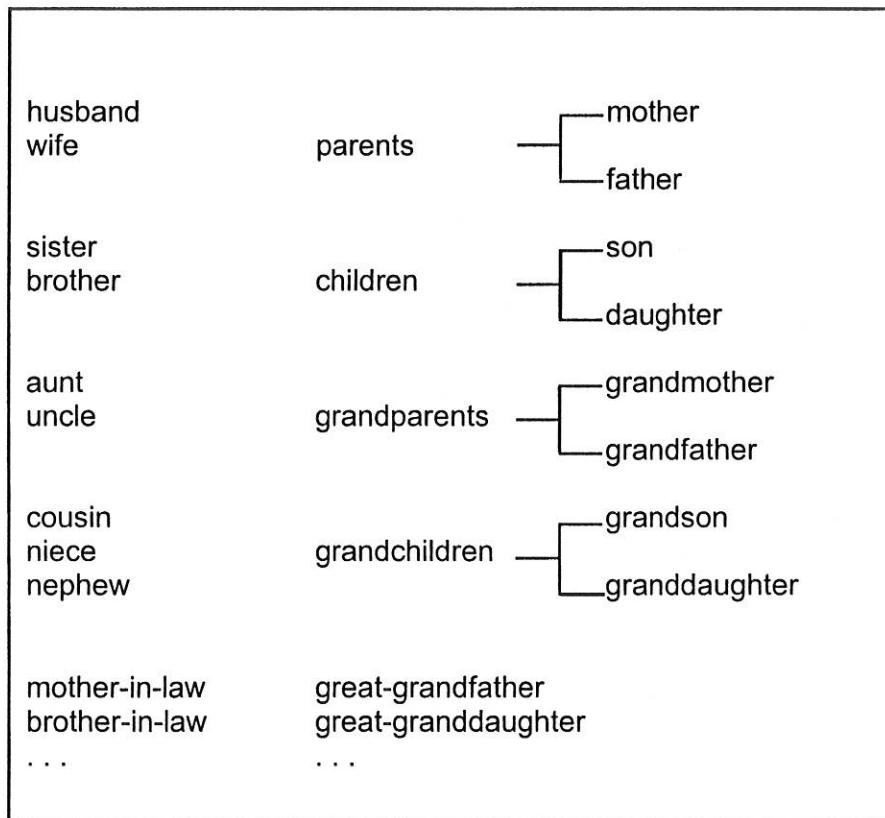
SB p. 118

Role play the following:

1. S1 – Introduce S2 and S3.
 S2, S3 – Respond.
2. S2 – Introduce S1 and S3.
 S1, S3 – Respond.
3. S3 – Introduce S1 and S2.
 S1, S2 – Respond.

STUDY

SB p. 119

Family Members

INTRODUCING PEOPLE

RESPONDING TO INTRODUCTIONS

Carl, this is my wife, Marge.

Carl, meet my wife, Marge.

Carl, I'd like you to meet my wife, Marge.

Hello, Marge. Pleased to meet you.

Hi, Marge.

How do you do, Marge.



Hi, Carl. Pleased to meet you too.

Hi. Nice to meet you.

How do you do.

PRACTICE

PRACTICE 1

To the teacher

1. Go over the instructions with the Ss and play Number 1 on the tape or CD-ROM to do an example.
2. Play the tape or CD-ROM and have the Ss fill in the chart.
3. Correct with the Ss.

P=1 LISTEN

SB p. 121

To practise listening to people making introductions.

For each number:



Listen to the tape or CD-ROM and write down the relationship between the speaker and the person listed in the first column of the chart.

KEY

Person spoken about	Relationship to the speaker
1. Rita	<i>daughter</i>
2. Anita	<i>new assistant</i>
3. Ed Jones	<i>brother-in-law</i>
4. Roy	<i>supervisor</i>
5. Barbara	<i>sister</i>
6. Mary	<i>niece</i>
7. Rachel and Steven	<i>colleagues, people I work with</i>
8. Brian	<i>section head</i>
9. Charles Sorensen	<i>lawyer</i>

Script

1. Douglas, this is my daughter, Rita.
2. Paul, meet Anita. She's my new assistant.
3. Katherine, this is Ed Jones, my brother-in-law.
4. Carol, meet Roy, my supervisor.
5. Mrs. Carson, I'd like you to meet my sister, Barbara.
6. Mr. Pierce, I'd like you to meet my niece, Mary.
7. Lorraine, this is Rachel and that's Steven. They're people I work with.
8. Vicki, this is Brian. Brian is our section head.
9. Mr. Cohen, I'd like you to meet our lawyer, Charles Sorensen.

PRACTICE 2

To the teacher

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into groups of three and assign roles: S1, S2, and S3.
- 3) Have one group of Ss do an example for the class.
- 4) Have the Ss do the role plays.

P=2=

SPEAK

Work in a group.

SB p. 122

You will role play situations in which you introduce people to each other.

Roles: S1 – Introduce S2 to S3.

S2 – Respond to the introductions. Play the roles listed below.

S3 – Respond to the introductions.

Change roles after Number 3 and Number 6.

ROLES FOR S2

- | | | | | | |
|----|---|----|--|----|---|
| 1. | <div style="border: 1px solid black; padding: 10px; text-align: center;">BOSS
Mr. / Mrs. Griffin</div> | 2. | <div style="border: 1px solid black; padding: 10px; text-align: center;">NEIGHBOUR
Paul / Pauline Lam</div> | 3. | <div style="border: 1px solid black; padding: 10px; text-align: center;">COLLEAGUE
Sydney/Sandy Ashton</div> |
|----|---|----|--|----|---|

Change Roles

- | | | | | | |
|----|---|----|--|----|--|
| 4. | <div style="border: 1px solid black; padding: 10px; text-align: center;">COUSIN
Normand/Nicole Lambert</div> | 5. | <div style="border: 1px solid black; padding: 10px; text-align: center;">DIRECTOR
Larry/Lynn McCall</div> | 6. | <div style="border: 1px solid black; padding: 10px; text-align: center;">TEACHER
Andy/Anne Mitchell</div> |
|----|---|----|--|----|--|

Change Roles

- | | | | | | |
|----|--|----|--|----|---|
| 7. | <div style="border: 1px solid black; padding: 10px; text-align: center;">SUPERVISOR
Bruce/Barbara Eaton</div> | 8. | <div style="border: 1px solid black; padding: 10px; text-align: center;">ASSISTANT
Victor/Victoria Kaminski</div> | 9. | <div style="border: 1px solid black; padding: 10px; text-align: center;">FRIEND
Gary/Gail Lamont</div> |
|----|--|----|--|----|---|

UNIT 12

SAYING THE TIME

PRESENTATION

PART I

SAYING WHAT TIME IT IS

To focus on the exponents for saying what time it is

Illustration

1) Have the Ss turn to SB p. 123. See below.

2) For each number:

Have the Ss look at the clock and say what time it is. Write the correct answer on the BB. See KEY. Ss write the answer in the space provided.

1

Telling Time

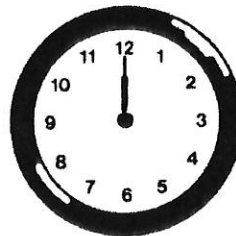
SB. p. 123

1.



KEY It's one o'clock.

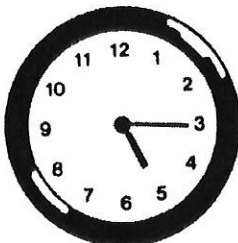
2.



It's noon. (12:00 p.m.)

It's midnight. (12:00 a.m.)

3.



It's a quarter
past/after five.
five fifteen.

4.



It's half past five.
five thirty.

5.



*It's a quarter to six.
five forty-five.*

6.



*It's twenty-five to nine.
eight thirty-five.*

PART II

ASKING THE TIME

To focus on the exponents for asking the time

Face-to-face

- 1) Elicit the exponents for asking the time informally.

Ask the Ss, for example:

What might you say to another student to find out the time?

Write the exponents on the BB. See STUDY p. 169.

- 2) Elicit the exponents for asking the time more formally.

Ask the Ss for example:

What might you say to a stranger in the elevator?

Write the exponents on the BB. See STUDY p. 169.

To have the Ss try asking the time and responding

- 3) Have the Ss turn to SB p. 124. See p. 167.
- 4) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play.

2

Asking the Time

SB p. 124

S1

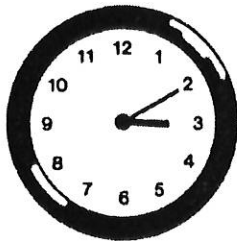
Ask the following people the time.

1. a stranger at a bus stop
2. a friend at the office
3. a co-worker in the elevator
4. someone at a party
5. a stranger in a coffee shop
6. a stranger waiting in line for a movie

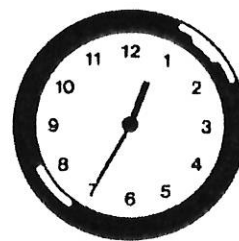
S2

Say what time it is, using the picture cues below.

1.



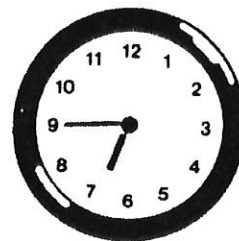
4.



2.



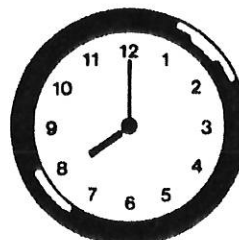
5.



3.



6.



STUDY

SB p. 125

ASKING THE TIME

SAYING WHAT TIME IT IS

Informal

What time is it?
 What's the time?
 Do you know what time it is?

It's one o'clock. **It's a quarter after two.**

More formal

Can you tell me the time, please?

Sure. **It's ten to three.** **It's twenty after four.**

Excuse me, **do you have the time?**
 Pardon me, **have you got the time?**

Yes. **It's five thirty.** Sure. **It's (a) quarter to six.**

GIVING THE EXACT TIME

It's **exactly** two fifteen.

It's four o'clock | **sharp.**
 on the dot.

a.m. and p.m.	
a.m.	– in the morning
p.m.	– in the afternoon / evening

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions with the Ss and play Number 1 on the tape or CD-ROM to do an example.
- 2) Play the tape or CD-ROM and have the Ss write the times.
- 3) Correct with the Ss.

P=1

LISTEN / SPEAK

SB p. 127



- A. You will hear people asking the time and responding. Write down the times in the spaces provided.

- KEY**
- | | |
|--------------------------|---------------------------|
| 1. <u>10 past 3</u> | 6. <u>half past 4</u> |
| 2. <u>5 o'clock</u> | 7. <u>20 to 12</u> |
| 3. <u>25 to 8</u> | 8. <u>9:45</u> |
| 4. <u>6:30</u> | 9. <u>5 after 7</u> |
| 5. <u>a quarter to 1</u> | 10. <u>a quarter to 2</u> |

To the teacher

- B. 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2.
- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do Part B.

SB p. 128 B. Work with a partner.

For each number:

S1 – Begin the conversation using the question in the box.

S2 – Respond using the information that you wrote in Part A.

Switch roles after Number 5.

- | | |
|---|--|
| 1. Excuse me sir, can you tell me the time, please? | 6. I think I'm late. What time is it? |
| 2. Derek, what time is it, please? | 7. I forgot my watch. Do you know what time it is? |
| 3. Excuse me ma'am, do you have the time? | 8. Pardon me, have you got the time? |
| 4. What's the time, Donna? | 9. I think my watch's stopped. What time is it? |
| 5. Is it one o'clock yet? | 10. Did you say quarter to two? |

Script

1. A: Excuse me sir, can you tell me the time, please?
B: Yes, it's ten past three.
2. A: Derek, what time is it, please?
B: It's five o'clock sharp.
3. A: Excuse me ma'am, do you have the time?
B: It's twenty-five to eight.
4. A: What's the time, Donna?
B: It's six-thirty.

5. A: Is it one o'clock yet?
B: No, it's only a quarter to.
6. A: I think I'm late. What time is it?
B: It's half past four.
7. A: I forgot my watch. Do you know what time it is?
B: Yeah, it's twenty to twelve.
8. A: Pardon me, have you got the time?
B: Yeah, it's nine forty-five.
9. A: I think my watch's stopped. What time is it?
B: It's exactly five after seven.
10. A: Did you say quarter to two?
B: Yeah, that's right.

To the teacher

PRACTICE 2

- 1) Go over the instructions with the Ss.
- 2) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss turn to the appropriate pages in their SBs.
- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do the role plays.
- 5) After the Ss have finished doing the role plays, have the pairs compare their information.

P=2=

SB p. 129

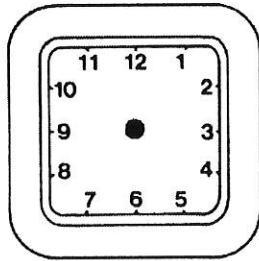
SPEAK Work with a partner.
To practise saying the time and responding.

Roles: S1 – p. 129

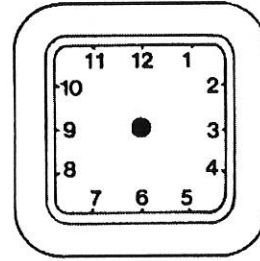
S2 – p. 131

- A. Ask your partner the time and draw the correct time on your clocks. **You begin.**

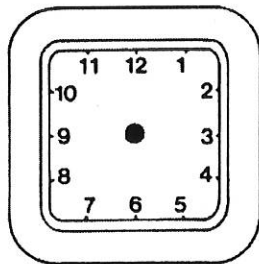
1. You're at work.
Ask a colleague.



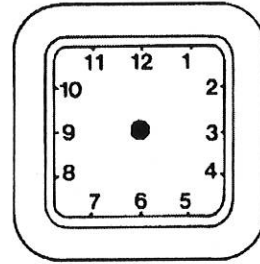
2. You're in a store.
Ask a cashier.



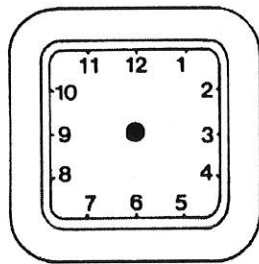
3. You're on the street.
Ask a stranger.



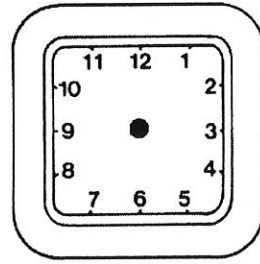
4. You're at the park.
Ask your friend.



5. You're at a club.
Ask your friend.



6. You're at the library.
Ask the librarian.



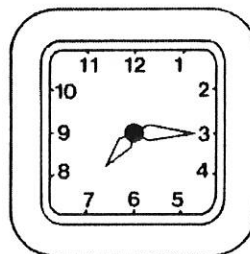
S1

A. Answer your partner's questions by giving the time on the clocks. **Your partner begins.**

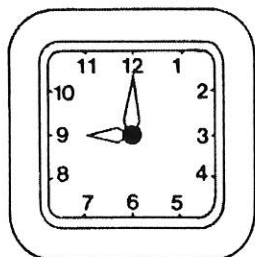
1. You're at a theatre.



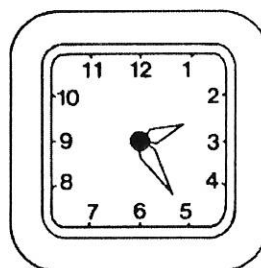
2. You're a passenger on a train.



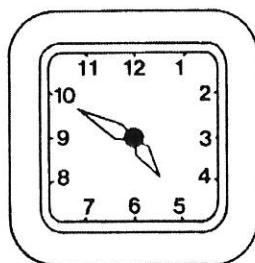
3. A friend is at your house.



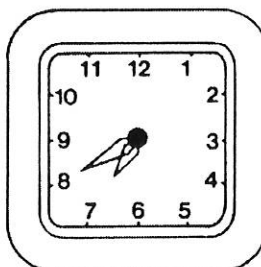
4. You're in a bank.



5. You're a mechanic in a garage.

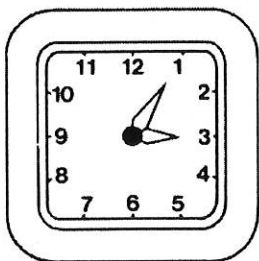


6. You're in a restaurant.

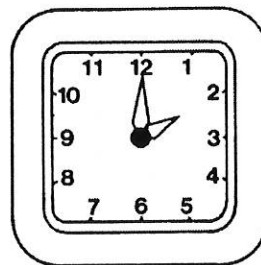


A. Answer your partner's questions by giving the time on the clocks. **Your partner begins.**

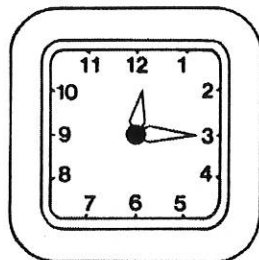
1. You're at work.



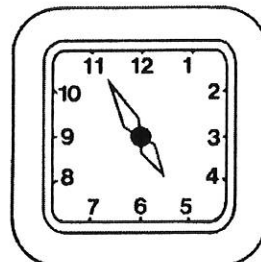
2. You're a cashier in a store.



3. You're on the street.



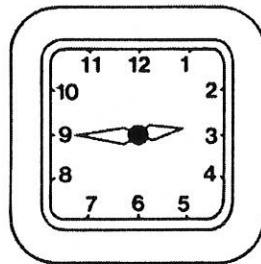
4. You're with your friend at the park.



5. You're with your friend at the club.



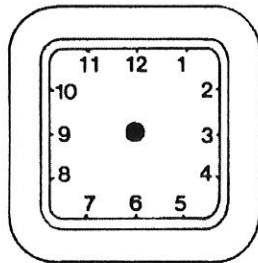
6. You're a librarian.



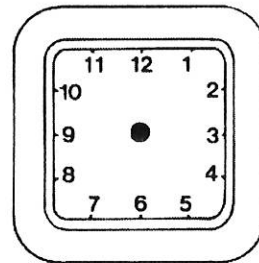
S2

- A. Ask your partner the time and draw the correct time on your clocks. **You begin.**

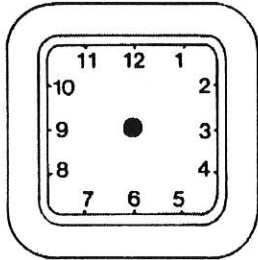
1. You're at a theatre.
Ask a stranger.



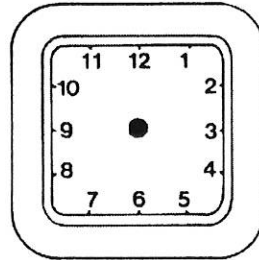
2. You're on a train.
Ask another passenger.



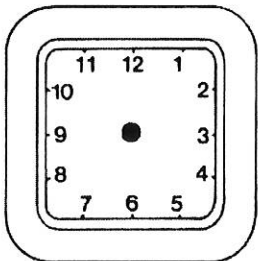
3. You're at a friend's house.
Ask him/her.



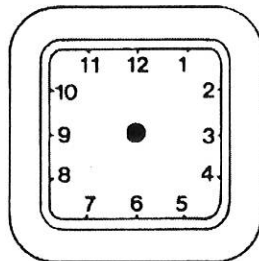
4. You're in a bank. Ask
a stranger.



5. You're at a garage.
Ask the mechanic.



6. You're in a restaurant.
Ask a stranger.



UNIT 13

ASKING ABOUT PEOPLE

PRESENTATION

PART I

ASKING WHO SOMEONE IS

To focus on the exponents for asking who someone is

Situation

- 1) Present the SITUATION to the Ss:

You see a woman you don't know in your work area. You want to know who she is.

- 2) Elicit the exponents for asking who someone is.

Ask the Ss, for example:

What might you say to a co-worker to find out who the woman is?

Write the exponents on the BB. See STUDY p. 183.

To elicit more exponents, you can say to the Ss, for example:

You think the woman is your boss's wife. What might you say to a co-worker to check if you're right?

Write the exponents on the BB. See STUDY p. 183.

PART II

TALKING ABOUT WHERE SOMEONE WORKS AND LIVES

To introduce the language for talking about where someone works and lives

Tape/CD \

1) Inform the Ss that they will listen to some conversations about where people work and live. See script p. 181.

2) Draw the chart on the BB, without the answers, and have the Ss copy it.

Go over the chart with the Ss.

KEY

Conversation	Is the conversation about where the people		Where do they work / live?
	work?	live?	
1	✓		<i>Kelly and Russo</i>
2	✓		<i>school board</i>
3		✓	<i>country / farm near Grand Falls</i>
4	✓		<i>I.R.C.</i>
5	✓		<i>Public Archives</i>
6		✓	<i>west end</i>
7		✓	<i>near the university</i>
8	✓		<i>Red Cross</i>
9		✓	<i>downtown / Chester Street</i>
10		✓	<i>Cornwall</i>

3) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.

4) Check the information in the chart with the Ss. See KEY.

Script

Modified Cloze

Asking About People

SB p. 133

CONVERSATION 1

- KEY** A: Do they work for the government?
 B: No, they don't. They're private consultants with Kelly and Russo.

CONVERSATION 2

- A: He doesn't work there anymore.
 B: No, I know. He's with the school board now.

CONVERSATION 3

- A: Don't they live in the country?
 B: Yes, they do. They live on a farm near Grand Falls.

CONVERSATION 4

- A: I don't think I know her. What does she do ?
 B: She's an engineer. She works for I.R.C.

CONVERSATION 5

- A: Who's that man over there? Does he work here ?
 B: No, he works across the street at the Public Archives.

CONVERSATION 6

- A: You know, the Johnsons moved again.
 B: Oh? Where do they live now?
 A: In the west end, I think.

CONVERSATION 7

A: Does she live around here?

B: Yes, she does. I think she lives near the university.

CONVERSATION 8

A: What organization do they work for ?

B: They're with the Red Cross.

CONVERSATION 9

A: I think she lives downtown.

B: That's right. She has an apartment on Chester Street.

CONVERSATION 10

A: Doesn't he live in Toronto?

B: No, he's only in Toronto on a special assignment. He lives in Cornwall.

To focus on:

- exponents for talking about where someone works and lives
- simple present – interrogative, affirmative, negative
- short answers

Text

5) Have the Ss turn to SB p. 133. See p. 181.

Tape/CD

6) Have the Ss do the modified cloze:

Play the tape or CD-ROM again. Have the Ss try to fill in the blanks as they listen.

Stop the tape or CD-ROM after each conversation to go over the answer(s) with the Ss. See KEY.

Explain the relevant grammar. See STUDY p. 184.

STUDY

SB p. 135

ASKING WHO SOMEONE IS

Who's that?
Who's that woman **over there**?

Is that |
Isn't that | Mr. Harper's wife?

That's Mr. Harper's wife, **isn't it**?

Are they |
Aren't they | Jack's parent's?

Those are Jack's parents, **aren't they**?

RESPONDING

She's |
That's | Robert's new assistant.

Yes, it is.
Yes, that's her.

No, it isn't. That's Mrs. Epstein.

Yes, they are.

No, they aren't.

ASKING WHERE SOMEONE WORKS

Does he work here?

Do they work for the government?

What does she do (for a living)?

What department do they work for?

RESPONDING

No, he works across the street.

No, they don't. They're private consultants.

She's an engineer. **She works** for I.R.C.

They're with Communications Canada.

ASKING WHERE SOMEONE LIVES

Does she live around here?

Doesn't he live in Toronto?
He lives in Toronto, **doesn't he?**

Don't they live in the country?
They live in the country, **don't they?**

Where do they live?

RESPONDING

Yes, she does. She lives near
the university.

No, he doesn't. He lives in
Hamilton.

Yes, they do. They live on a
farm.

In the west end.

SIMPLE PRESENT

Interrogative
does he/she live? do they live?
Negative Interrogative
doesn't he/she live? don't they live?

Affirmative	Negative
he/she lives they live	he/she doesn't live they don't live
Short Answers	
Yes, he does. Yes, they do.	No, he doesn't. No, they don't.

PRACTICE

PRACTICE 1

To the teacher

- A. 1) Go over the instructions and do an example with the Ss.
 2) Have the Ss write the conversations.
 3) Correct with the Ss.

P=1

WRITE / SPEAK

SB p. 137

To practise asking who someone is and responding.

- A. Write the conversations using the cues provided.

Suggested KEY

You want to know about:

Respond

1. the woman with Mr. Adams.

Who's the woman with Mr.

Adams?

That's his wife, Diane.

cue: his wife Diane

2. the man over there. You think it's Mr. Layton.

Isn't that Mr. Layton

over there?

Yes, that's him.

cue: yes

3. the two men in the corridor.
You think they're the building inspectors.

Are those guys building

inspectors?

No, they aren't. They work for
security.

cues: no/work for security

You want to know about:

Respond

4. the young girl in the picture.

Who's this girl in the
picture?

That's my sister, Laura.

cue: my sister Laura

5. the woman at the front desk.
You think she's the new typist.

Is the woman at the front
desk the new typist?

Yes, that's her.

cue: yes

6. the man in the reception area.
You think it's Mr. Taylor.

Is that Mr. Taylor?

No, it isn't. That's Mr. Clark.

cues: no/Mr. Clark

7. the woman with Natalie.

Who's that with Natalie?

That's the new accountant,

Mrs. Vachon.

cues: new accountant/Mrs. Vachon

8. the girls with your colleague,
Stanley. You think they're
his daughters.

Those are Stanley's
daughter's, aren't they?

Yes, they are.

cue: yes

You want to know about:

Respond

9. the two men in Ed's office.

Who are those two men in
Ed's office?

They're the bosses from head
office.

cues: bosses/head office

10. the man in the cafeteria.
You think it's the district
manager.

Isn't that the district
manager?

Yes, it is.

cues: yes

To the teacher

- B. 1) Divide the Ss into pairs.
2) Have each pair of Ss first read aloud all of one S's conversations and then all of the other S's conversations.

- SB p. 139. B. Work with a partner.

Practise your corrected conversations and those of your partner.

PRACTICE 2

To the teacher

- A. 1) Go over the instructions and do an example with the Ss.
- 2) Have the Ss complete the conversations.
- 3) Correct with the Ss.

P=2

WRITE / SPEAK

SB p. 139

To practise talking about where people work and live.

- A. Complete the conversations using the cues provided.

**Suggested
KEY**

1. A: Where does John live ?

B: He lives in a highrise downtown.

Cues

where/John

2. A: What does Helen do ?

B: She works with computers. I think she's a systems analyst.

Helen/do

3. A: Do your parents live in Toronto?

B: No, they live in Montréal.

no/Montréal

4. A: Does Bill work for Accounting
Services ?

B: Not anymore. He's with Financial Planning now.

Bill/
Accounting
Services

5. A: What does she do for a living ?

B: Right now she's unemployed. She's looking for work.

she/do for
a living

Cues

- | | |
|--|--|
| <p>6. A: <u>What department do they work</u>
<u>for</u> ?</p> <p>B: They're not with the government anymore.</p> | <p>what
department/
work</p> |
| <p>7. A: <u>Don't they live downtown</u> ?</p> <p>B: Not anymore. Now they live out in the country.</p> | <p>they/
downtown</p> |
| <p>8. A: What company does he work for?</p> <p>B: <u>He's with Russell Advertising.</u></p> | <p>Russell
Advertising</p> |
| <p>9. A: <u>Do the Changs live near</u>
<u>here</u> ?</p> <p>B: No, they live in the east end.</p> | <p>the Changs/
near here</p> |
| <p>10. A: Do they work for the city?</p> <p>B: <u>No, they're with the provincial</u>
<u>government.</u></p> | <p>no/
provincial
government</p> |

To the teacher

- B. 1) Divide the Ss into pairs.
- 2) Have each pair of Ss read aloud all of one S's conversations and then all of the other S's conversations.

SB p. 140

- B. Work with a partner.

Practise your corrected conversations and those of your partner.

To the teacher**PRACTICE 3 JIGSAW**

NOTE:

Use student tapes or CD-ROMs 1 and 2 for this practice.

- A. 1) Divide the Ss into two groups.
- 2) Go over the instructions with the Ss.
- 3) Give each group a tape or CD-ROM. Inform the Ss that each tape or CD-ROM contains only some of the information needed to fill in the chart.
- 4) Have the two groups listen to their respective tapes or CD-ROMs and write their information in the chart.

P=3=**J I G S A W**

SB p. 141

- A. Work in a group.



Listen to your tape or CD-ROM and fill in as much of the chart as you can.

Then check your information with the other members of your group.

KEY

Name	Occupation	Place of work	Residence
1. Tom Morgan	personnel manager	Regional Program	Vancouver
2. Mr. Ford's sister	architect	has her own company	Chicago
3. Mr. Lucas	research assistant	the telephone company	downtown
Mrs. Lucas	in public relations	the telephone company	downtown
4. Ann Marshall	receptionist	Memorial Building	West Park
5. Mark Jones	buyer	Mason's Department Store	Toronto

To the teacher

- B. 1) Form pairs with one S from each group.
- 2) Go over the instructions with the Ss.
- 3) Have the Ss finish filling in their chart.
- 4) Check the information in the chart with the Ss.

SB p. 141 B. Work with a partner.

Ask your partner for the information you need to complete your chart.

Script 1

1. A: Say, Sheila, who's that guy near the elevator?
B: I don't know his name, but he's the new personnel manager from Vancouver.
2. A: Is that Mr. Ford's wife?
B: No, that's his sister. She's from Chicago but she visits here quite regularly.
3. A: Listen, my husband and I can give you a lift downtown if you like.
B: Oh, thanks, Mrs. Lucas. You're sure it's no trouble?
A: No trouble at all. We live right downtown.
4. A: Ask the new receptionist for the price list. I think she has it.
B: What's her name?
A: Ann Marshall.
5. A: Does he work with you?
B: No, he works for Mason's, you know, the big department store.
A: Oh, yeah. What does he do?
B: He's a buyer in the men's department.

Script 2

1. A: And this is Mr. Morgan from Vancouver.
B: You can call me Tom.
C: Nice to meet you, Tom. So, you're new with the Regional Program.
2. A: She's really an interesting person. What kind of work does she do?
B: She's an architect. I think she has her own company.
3. A: Doesn't her husband work for the telephone company, too?
B: Yes, he does.
A: In public relations?
B: No, she's in public relations. He's a research assistant.
4. A: O.K., what's your address please, Miss?
B: Well, I live in West Park. But can you send it to my office?
A: O.K., what's your office address?
B: It's the Memorial Building, at 713 Main Street.
5. A: Who's that guy talking to Mrs. Lawrence?
B: Oh, that's Mark Jones.
A: Does he work for us?
B: Well yes, but not at this branch. He's in Toronto now.

UNIT

14

ASKING SOMEONE TO DO SOMETHING

PRESENTATION

PART I

ASKING SOMEONE TO DO SOMETHING

To focus on the imperative: affirmative and negative

Text

- 1) Have the Ss turn to SB p. 143. See p. 194.

Have the Ss look at some sentences in which people ask someone to do something, or not to do something.

- 2) For each number:

Elicit an appropriate verb to complete the command, referring the Ss to the list on the side if necessary. See KEY.

Have the Ss write the verb in the space provided.

Explain the imperative: affirmative and negative. See STUDY p. 197.

Asking Someone to Do Something

SB p. 143

KEY

1.

Listen to the
instructions first.

2.

Close the window.
It's cold in here.

3.

Turn off the lights
when you leave.

4.

Take the books
to my office.

drive

close

listen

make

open

take

leave

turn off

Asking Someone Not to Do Something

5.

Don't drive too fast.
The roads are slippery.

6.

Don't leave the book
on the desk. Put it on the shelf.

7.

Don't open your
presents before Christmas.

8.

Don't make too much
noise. Jeff is sleeping.

PART II
ASKING SOMEONE TO DO SOMETHING
IN A MORE POLITE WAY

To focus on the exponents for asking someone to do something in a more polite way

Situation \

1. Present the SITUATION to the Ss:

(Name of a S) is near the door. You want him/her to close it.

2. Elicit the exponents for asking someone to do something.

Explain that you could just say, "Close the door".
Write this exponent on the BB.

Then ask the Ss, for example:

If you wanted to be more polite, what might you say?

Write the exponents on the BB. See STUDY p. 197.

To focus on object pronouns

Text

3. Have the Ss turn to SB p. 144. See below.

4. For each number:

Have the Ss try to complete the sentence by choosing the appropriate words from the box. See KEY.

Have the Ss write the words in the space provided.

Explain object pronouns. No distinction between direct and indirect usage need be made at this time. See STUDY p. 197.

2

Object Pronouns

SB p. 144

- KEY**
1. The photocopier says, "Add paper". Can you show me how to do it?
 2. Oh, he's not in. Well, could you give him a message, please?
 3. Would you send them copies of the report? You can get their addresses from the secretary.
 4. Don't tell her the answer. She wants to do it by herself.
 5. Her line is busy right now. Can you call her back, please?
 6. Could you meet us downstairs at 10:30?
 7. Please don't let him see the Williams file. It's confidential.
 8. If you're going to the stockroom, would you get me some file folders?

get me
meet us
give him
send them

show me
tell her
let him
call her back

STUDY

SB p.145

ASKING SOMEONE TO DO SOMETHING**Affirmative****Open** your books.Now **turn on** the tape-recorder.**Negative****Don't open** your books.**Don't turn on** the tape-recorder **yet**.**ASKING SOMEONE TO DO SOMETHING****IN A MORE POLITE WAY****Can**
Could
Wouldare used when asking someone to
do something in a polite way.**Can** is sometimes considered less polite than
could and **would**.**Can**
Could
Would**you** close the door, **please**?
you please close the door?**Object Pronouns****singular**me
you
him/her/it**plural**us
you
themCould you call **me** back after lunch?
Don't leave **it** there.

PRACTICE

PRACTICE 1

To the teacher

- 1) Go over the instructions and do an example with the Ss.
- 2) Have the Ss write their answers.
- 3) Correct with the Ss.

P=1 WRITE

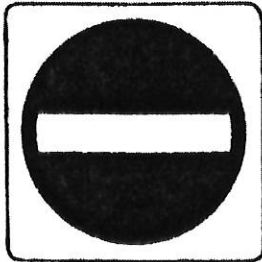
SB p. 147

Look at the signs below. Do you know what they mean in English?

Write what each sign asks people to do or not to do.

Suggested KEY

1.



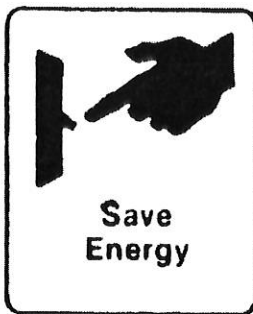
Do not enter.

2.



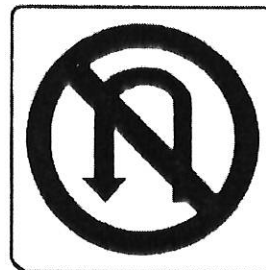
*No smoking.
Don't smoke.*

3.



Turn off the lights.

4.



*No U-turn.
Don't make a U-turn*

5.



Don't walk.

6.



No littering. /Don't litter.

7.



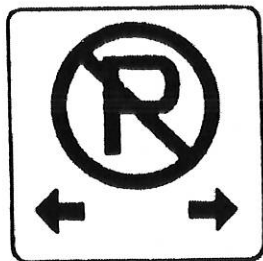
Fasten your seat belts.

8.



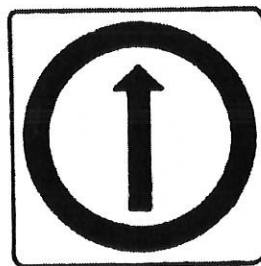
Drive slowly.

9.



*No parking.
Don't park here.*

10.



Go straight ahead.

PRACTICE 2

To the teacher

1. 1) Go over the instructions and do an example with the Ss.
2. Have the Ss do Part A.
3. Correct with the Ss.

P=2=

SB p. 148

WRITE / SPEAK

To practise asking people to do things.

**Suggested
KEY**

A. Write what you might say in the following situations.

Ask:

- | | |
|---|--|
| 1. your boss, Mr. Williams, to sign an authorization form | <p>A: <u>Mr. Williams, could you please</u>
<u>sign this authorization form?</u></p> <p>B: Sure. Here you are.</p> |
| 2. your secretary to leave the door open | <p>A: Do you want your door shut?</p> <p>B: <u>No, leave it open, please.</u>
<u></u></p> |
| 3. an employee not to mail the new price list yet | <p>A: The new price list is ready.</p> <p>B: <u>Don't mail it yet. I want to</u>
<u>check it.</u></p> |
| 4. the secretary to make the corrections | <p>A: <u>Would you make these corrections?</u>
<u></u></p> <p>B: How soon do you need them?</p> |
| 5. your sister to meet you at the train station | <p>A: <u>Can you meet me at the train</u>
<u>station?</u></p> <p>B: O.K. What time?</p> |
| 6. your teacher to give you an example | <p>A: Do you have a question?</p> <p>B: Yes, <u>could you give me an</u>
<u>example of that?</u></p> |

Ask:

7. a colleague to check your calculations

A: Can I help you?

B: Yes, could you check my
calculations, please?

8. the waiter for a glass of water

A: Could I have a glass of water,
please?

B: Sure.

9. a colleague to give you an answer before Friday

A: I don't have the information right now.

B: Could you give me an answer
before Friday?

10. the gas station attendant to clean your windshield

A: Could you clean the windshield?

B: Sure. And do you want me to check the oil?

11. the secretary not to type the memo yet

A: Do you want me to do this memo right away?

B: No, don't type it yet.

12. an employee to fill out her time sheet

A: Could you fill out your time
sheet, please?

B: Sure. Right away.

Ask:

13. your teacher to listen to
your cassette

A: Are you finished?

B: Yes. Could you listen to
my cassette, please?

14. a friend to buy you some
stamps

A: Can you buy me some stamps,
please?

B: O.K. How many do you need?

To the teacher

B. 1) Divide the Ss into pairs.

2) Have each pair of Ss first read aloud all of one S's conversations and then all of the other S's conversations.

SB p. 150 B. Work with a partner.

Practise your corrected conversations and those of your partner.

PRACTICE 3

To the teacher

- A. 1) Go over the instructions and do an example with the Ss.
2) Have the Ss complete the conversations.
3) Correct with the Ss.

P=3=

SB p. 151

WRITE / SPEAK

To practise asking someone to do something.

- A. For each number:

Read the part of the conversation given.

Then complete the conversation using an appropriate cue from the box.

- | | |
|---------------------------------------|--------------------------------|
| • turn on the lights | • order some binders |
| • mail a letter for me | • ask him to wait |
| • call him and tell him I'll be there | • lock the door when you leave |
| • contact me as soon as you get them | • put the package in my office |
| • retype this letter for me | • work overtime |

Suggested KEY

1. A: Please ask him to wait.

_____ B: He says he can't wait. It's urgent.
2. A: A Mr. Dobbs called while
you were out. It's about
the meeting this afternoon. B: Oh. Would you call him
and tell him I'll be there?

3. A: Could you work overtime
tonight?
_____ B: I'm sorry, but not tonight. I
have a doctor's appointment
right after work.
4. A: I can't see anything.
Could you turn on the
lights?
_____ B: O.K., but where's the switch?
5. A: Could you put the
package in my office,
please? B: Sure. It's that one on the
left, isn't it?
6. A: I'm sorry, we still haven't
received the results. B: I see. Well, could you
contact me as soon as you
get them?
7. A: Can you retype this
letter for me?
_____ B: Sure. When do you need it?
8. A: I won't be much longer. B: Just lock the door when you
leave.

9. A: Would you order some
binders, please?

B: O.K. How many?

10. A: Well, I'm off to the post
office.

B: Could you mail a letter
for me?

To the teacher

B. 1) Divide the Ss into pairs.

2) Have each pair of Ss first read aloud all of one S's conversations and then all of the other S's conversations.

SB p. 152. B. Work with a partner.

Practise your corrected conversations and those of your partner.