



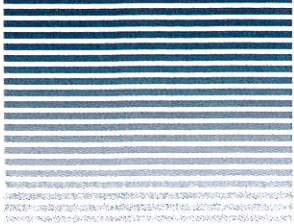
Public Service Commission
of Canada
Language Training Canada

Commission de la fonction publique
du Canada
Formation linguistique Canada

INTERFACE CANADA

Teacher's Book 2

Revised Edition



Canada 

INTERFACE CANADA

Teacher's Book 2

by

WILF MARINER

Series Co-ordinator

and

Susan Bryan Reid
Ron Dayman
Susan Duciaume
Shirley Gleason
Vincenza Nazzari

INTERFACE CANADA is the core component of the Communicative English at Work Program, Language Training Canada, Public Service Commission of Canada.

Development Managing Editor: Howard Woods (Original Edition)
Production Managing Editor: Spencer Silverman (Original Edition)

Managing Editor: Madeleine Larue (Revised Edition)

Revision, Production: Keven Allen
Cover Design: Barbara Bastien
Layout & Text Processing: Kimberley Roy, Nabyl Dine, Lori McCoy
Illustration: Carisse Graphics

Any references in this book to products or services have been chosen for pedagogical reasons only. These references do not represent endorsement or disapproval of the products or services.

Canadian Cataloguing in Publication Data

Main entry under title :

Interface Canada. Teacher's Book

Rev. ed.

"Communicative English at Work Program".--[p.4] of cover.

"Series for adults studying English as a second language."--Introd.

"The Interface Canada series consists of eight Student's Books, eight Teacher's Books, and Role Playing for Consolidation, with accompanying CD."--Introd.

ISBN 0-660-18263-7 (Book 1) ; 0-660-18264-5 (Book 2) ; 0-660-18265-3 (Book 3) ;
0-660-18266-1 (Book 4) ; 0-660-18275-0 (Book 5) ; 0-660-18268-8 (Book 6) ;
0-660-18269-6 (Book 7) ; 0-660-18270-X (Book 8) ; 0-660-18271-8 (Role playing for consolidation) ;
0-660-18272-6 (CD).
Cat. nos SC84-2/5555-1001E-1009E ; SC84-2/5555-5001-MRC.

1. English language -- French speakers -- Study and teaching.
2. English language -- Textbooks for second language learners.
- I. Language Training Canada.
- II. Title: Communicative English at Work Program.

PE1131.I56 2000

428.3'441

C00-980382-3

Canadian Government Publishing
Ottawa, Canada K1A 0S9

SC84-2/5555-1002E
ISBN 0-660-18264-5

© Her Majesty the Queen in Right of Canada, represented by
the Minister of Public Works and Government Services, 2003

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.

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

CONTENTS

Functions		Structures
UNIT 15	DESCRIBING YOUR JOB	
	PRESENTATION 1 Saying what you do at work	vocabulary for saying what you do at work
	STUDY 5	
	PRACTICE 7	
UNIT 16	SAYING WHICH ONE	
	PRESENTATION 13 Part I Asking which one Part II Saying which one	one/ones demonstrative adjectives
	STUDY 17	
	PRACTICE 19	
UNIT 17	SAYING WHAT SOMEONE'S DOING	
	PRESENTATION 33 Part I Saying what people are doing Part II Asking what people are doing Part III Asking if someone's free	present continuous: affirmative interrogative negative
	STUDY 43	short answers
	PRACTICE 45	

Functions		Structures
UNIT 18	LEISURE ACTIVITIES	
	PRESENTATION 55 Asking about leisure activities and responding	simple present gerund and infinitive with like and enjoy
	STUDY 61	vocabulary for leisure activities
	PRACTICE 63	
UNIT 19	PAST ACTIVITIES	
	PRESENTATION 73 Part I Describing past activities Part II Asking about past activities	simple past: affirmative interrogative negative
	STUDY 81	short answers
	PRACTICE 83	past time expressions: last night, two days ago, yesterday,...
UNIT 20	DATES	
	PRESENTATION 89 Talking about days and dates	days of the week
	STUDY 95	months and seasons
	PRACTICE 97	ordinal numbers years

Functions		Structures
UNIT 21	FINDING THE OWNER PRESENTATION 105 Asking whose it is STUDY 111 PRACTICE 113	possessive pronouns
UNIT 22	ASKING FOR THINGS PRESENTATION 119 Part I Asking someone for something Part II Responding Part III Asking if there is any and responding STUDY 127 PRACTICE 129	there is / there are countable and uncountable nouns some/any
UNIT 23	FUTURE PLANS PRESENTATION 139 Part I Talking about future plans Part II Asking about future plans STUDY 143 PRACTICE 145	future: going to present continuous future time expressions: next week after lunch tomorrow,...

Functions		Structures
UNIT 24	TALKING ABOUT THE WEATHER	
	PRESENTATION 151	intensifiers: very, really, pretty,...
	Part I Talking about the temperature	
	Part II Asking about the weather	
	STUDY 159	vocabulary for describing the weather
	PRACTICE 161	
UNIT 25	GIVING THE LOCATION	
	PRESENTATION 167	prepositions of place: between, near, south of,...
	Part I Giving the location	
	Part II Asking where places are	
	STUDY 173	vocabulary for places
	PRACTICE 175	
UNIT 26	SMALL TALK	
	PRESENTATION 185	
	Making small talk	
	STUDY 189	
	PRACTICE 191	

UNIT 15

DESCRIBING YOUR JOB

PRESENTATION

To introduce the language for saying what you do at work

Tape/CD

- 1) Inform the Ss that they will listen to different speakers describing their jobs. See script below.
- 2) For each speaker:

Play the tape or CD-ROM. Ask the Ss what they think the person's job is. Write the correct answer on the BB.

**Suggested
KEY**

Speaker 1 - *receptionist*

Speaker 2 - *clerk*

Speaker 3 - *supervisor*

Speaker 4 - *typist*

Modified Cloze

1

Saying What You Do at Work

SB p. 1

Script

SPEAKER 1

KEY I welcome and direct visitors and clients. I
answer the telephone and I take messages.

SPEAKER 2

I do general office work. I file documents. I
make photocopies and I distribute paycheques.

SPEAKER 3

I'm in charge of a small section. I assign work to my employees, handle any problems they have, and I write their appraisals.

SPEAKER 4

I take dictation. I type letters, memos, and reports. I keep the files up to date.

To focus on vocabulary for saying what you do at work

Text \

- 3) Have the Ss turn to SB p. 1 and look at the script of what the speakers said. See p. 1.

Tape/CD \

- 4) 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 speaker to go over the answers with the Ss. See KEY.

To have the Ss try saying what they do at work

- 5) Have the Ss turn to SB p. 2. See p.3.
Inform the Ss that they will now describe what they do at work.
- 6) You can begin by writing what you do, on the BB, for example:
- I'm a teacher.
 - I teach English to public servants.
 - I prepare my lessons.
 - I correct assignments.
 - I meet with students.
 - I help students prepare for tests.

- 7) Then ask the Ss to write, in the space provided, five things that they do at work. Go around the class and help the Ss.
- 8) Have the Ss write, on the BB, what they do at work.
- 9) Correct and discuss with the Ss. As new vocabulary comes up, have the Ss write it in the space provided on the STUDY page. See p. 5.

2

SB p. 2

What I Do at Work

STUDY

SB p. 3

SAYING WHAT YOU DO AT WORK

Vocabulary and Expressions

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery designed for writing.

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 and have the Ss do an example.
- 2) Play the tape or CD-ROM and have the Ss do Part A.
- 3) Correct with the Ss.

P=1

SB p. 5

LISTEN/WRITE/SPEAK

To practise the language for saying what you do at work.



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

Script

KEY

1.

A: Joyce <u>interviews</u> _____ applicants for jobs in the different departments.	B: That sounds like an interesting job.
--	---

2.

A: What exactly do you do?	B: I <u>investigate</u> _____ fires. Then I <u>send</u> _____ reports to the insurance companies.
----------------------------	---

3.

A: What does Dan do at the restaurant ?	B: He <u>helps</u> _____ in the kitchen and sometimes he <u>waits on</u> _____ tables.
---	--

4.

A: Did you know that Harold <u>plays</u> _____ pro basketball?	B: Yeah, I often see him on TV.
--	---------------------------------

5.

A: You're a truck driver, aren't you?	B: Not exactly. I <u>drive</u> _____ a small van. I <u>deliver</u> _____ parcels all over the city.
---------------------------------------	---

6.

A: What does Ann's brother do?	B: He's in sales. I think he <u>sells</u> _____ computers to large companies.
--------------------------------	---

7.

A: What does George do at the institute?	B: He <u>does</u> _____ research and I think he <u>teaches</u> _____ too.
--	---

8.

A: Do you just answer the phone?	B: No, I also <u>make</u> photocopies and <u>file</u> documents.
----------------------------------	--

9.

A: What exactly does Diane do in her job?	B: She <u>supervises</u> the people in the research and development unit.
---	---

10.

A: What kind of work do you do at the port?	B: I <u>inspect</u> ships when they come in.
---	--

To the teacher

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

SB p. 7

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

PRACTICE 2

To the teacher

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

P=2=

SB p. 8

SPEAK

In this practice, you will:

- find out about another student's job (Part A)
- describe his/her job to the class (Part B)

- A. Work with a partner.
Find out as much as you can about what your partner does at work. Take notes in the space provided.

To the teacher

- B. 1) Go over the instructions with the Ss.
2) Have the Ss do Part B.

SB p. 8

- B. Refer to your notes from Part A and tell the class what your partner does at work.

PRACTICE 3 GUESS THE OCCUPATION

To the teacher

NOTE:

You should become thoroughly familiar with this practice before doing it with the SS.

You will need to copy the following occupations and professions onto flash cards.

accountant	doctor	real estate agent
actress	gardener	receptionist
architect	lawyer	reporter
artist	manager	salesclerk
astronaut	mechanic	scientist
babysitter	musician	secretary
barber	nurse	tailor
carpenter	optometrist	taxi driver
clerk	photographer	teacher
customs officer	pilot	waiter
dentist	police officer	word processor

SETTING UP THE GAME

- 1) Inform the Ss that they will play a game in which they try to guess occupations from clues.
- 2) Divide the Ss into two teams: Team A and Team B.

PLAYING THE GAME

- 1) Ask one S from each team to sit at the front of the class.
Show a card containing an occupation or profession to the two Ss at the front of the class. If they don't know the occupation, they can look it up in a dictionary.
- 2) Have the S from Team A give a clue and have the other members of his/her team try to guess the occupation on the flash card.
Explain how to give clues.
e.g. (mechanic) "This person fixes cars."

NOTE:

The Ss are allowed only one clue per turn. They must not use gestures or parts of the word when giving clues. If they do, they lose their turn.

- 3) If Team A guesses correctly, they win a point and get to start another word. If team A does not guess correctly, or does not know the English word for that occupation, then it becomes Team B's turn.
- 4) The teams continue taking turns until one team guesses correctly and wins the point.
- 5) After the first two Ss at the front of the class have given clues for three different cards, have another member from each team come up, and so on.

SCORING

When all the cards are finished, the team with the most points wins.

P=3=

SB p. 8

Guess the Occupation

To practise describing people's jobs.

Your teacher will explain how to play this game.

UNIT 16

SAYING WHICH ONE

PRESENTATION

PART I ASKING WHICH ONE

To focus on the exponents for asking which one

Situation

- 1) Present the SITUATION to the Ss:

Someone asks you for a dictionary. You have several on your desk.

- 2) Elicit the exponents for asking which one by asking the Ss, for example:

What might you say to the person to find out which dictionary he/she wants?

Write the exponents on the BB. See STUDY p. 17.

PART II SAYING WHICH ONE

To introduce the language for saying which one

Illustration

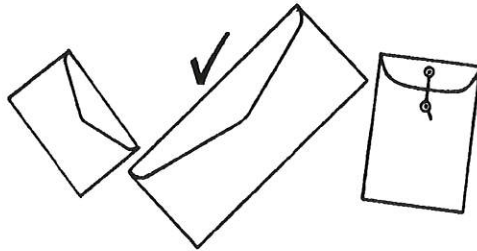
Tape/CD

- 1) Have the Ss turn to SB p. 9. See p. 14.
Inform the Ss that they will listen to conversations in which people ask and say which one. See script p. 15.
- 2) Play the tape or CD-ROM and have the Ss indicate the items the speakers are referring to by putting check marks beside them.
- 3) Check the answers with the Ss. See KEY.

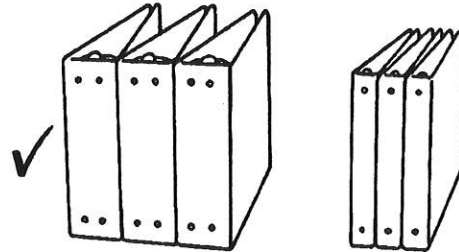
Saying Which One

SB p.9

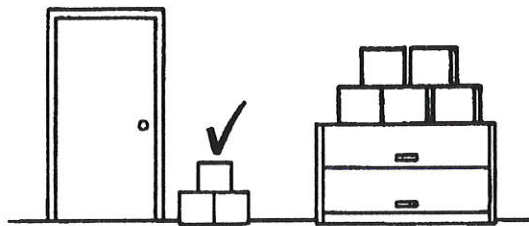
Conversation 1

KEY the long one

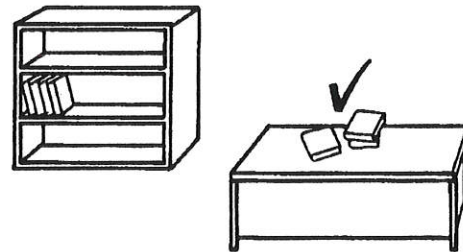
Conversation 2

the large ones

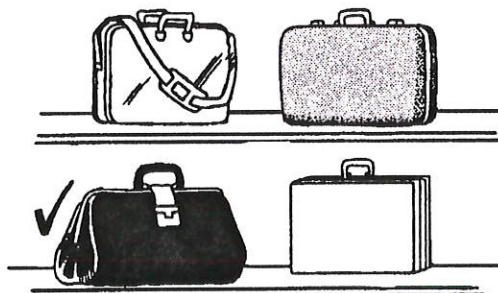
Conversation 3

those small onesbeside the door

Conversation 4

the ones on my desk

Conversation 5

the big black oneon the bottom shelf

Conversation 6

STAFF LIST	
John Abrams	
Roger Berry	
Ken Dodds	
Lisa Forest	
Pamela James	
Thomas Ramsey	
Carol Weir	

STAFF LIST	
Abrams, J.	592-1746
Berry, R.	221-1561
Dodds, K.	341-9236
Forest, L.	994-6161
James, P.	947-1257
Ramsey, T.	411-6217
Weir, C.	866-3199

the one with theirphone numbers

Script

CONVERSATION 1

- A: Pass me that envelope over there, please.
B: This one ?
A: No, not that one, the long one.

CONVERSATION 2

- A: I need some three-ring binders.
B: Which ones do you want?
A: The large ones.

CONVERSATION 3

- A: Take those boxes to my office.
B: Which boxes?
A: Those small ones beside the door.

CONVERSATION 4

- A: Could you take the manuals to the conference room, please?
B: The ones in your bookcase?
A: No, the ones on my desk.

CONVERSATION 5

- A: Can I see that briefcase?
B: Which one, sir?
A: The big black one on the bottom shelf.

CONVERSATION 6

- A: I need a list of all the employees.
B: Is this one O.K.?
A: No, I need the one with their phone numbers.

To focus on:

- **exponents for saying which one**
- **"one/ones"**
- **demonstrative adjectives**

Tape/CD

Illustration

4) For each conversation:

Play the tape or CD-ROM again. Have the Ss try to identify the exponent for saying which one. Write the exponent on the BB. See KEY p.14. Have the Ss write it in the space provided.

Explain the use of one and ones. See STUDY p. 17.

Explain demonstrative adjectives. See STUDY p. 17.

To have the Ss try asking and saying which one

5) Have the Ss turn to SB p. 10. See below.

6) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play.

2

SB p. 10

Asking and Saying Which One

Roles: S1 - Ask which one using the cues in the first column.

S2 - Say which one using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1

S2

- | | |
|---------------------------------|-------------------------|
| 1. which tape recorder/need? | 1. large |
| 2. want/new edition? | 2. no/old |
| 3. mean/coffee shop downstairs? | 3. no/across the street |
| 4. which tables/need? | 4. wooden |
| 5. want/large room? | 5. no/small |
| 6. mean these keys? | 6. yes |

STUDY

SB p. 11

ASKING WHICH ONE

Which dictionary **do you want**?

Which one **do you need**?

Which dictionary?

Do you want this one?

Do you mean that one?

SAYING WHICH ONE

This one (here).

That one (over there).

The French-English **one**.

Yes, the one with the green cover.

No, the thin one on the top shelf.

One and Ones

When saying which one, **one** or **ones** can replace the noun.

the blue ^{noun}book — the blue **one**

the long folders — the long **ones**

the ^{noun}book on the shelf — the **one** on the shelf

the folders on the desk — the **ones** on the desk

Demonstrative Adjectives

Singular

Near this

Far that

Plural

these

those

Demonstrative adjectives and demonstrative pronouns are the same in English.

adjective

These newspapers are old.

pronoun

These are old newspapers.

PRACTICE

PRACTICE 1

To the teacher

- A. 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=1

SB p. 13

WRITE

To practise vocabulary for saying which one.

- A. The newspaper ads below describe different things.

For each number:

Read the ad.

In the first column, write the word that is underlined in the ad.

In the second column, write the opposite of that word.

NEWSPAPER ADS

**Suggested
KEY**

1. Ultra thin Calculators.
Fit in your wallet.
Introductory price \$19.99. thin thick
2. Large 2-bedroom
apartment to rent. July 1
occupancy. 322-9175 large small
3. Round conference table.
Perfect for modern office.
\$530.00. round square
4. Executive Chairs. Black
leather, high back.
\$250.00 high low
5. Memo sheets. Ideal size
for short messages
3½" × 3½". \$5/package. short long

6. Martin's Specialty Shoes.
Extra wide sizes up to EEE.
1701 St. Mark St. 334-1275

wide narrow

7. Extended Wear soft contact
lenses. Available at R.C.
Opticians. 3792 Lorne Ave.

soft hard

To the teacher

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

SB p. 14

- B. The items below are often associated with colours.
For each number, write an appropriate colour in the space provided.

**Suggested
KEY**

- | | |
|-------------------------------|--------------------------------|
| 1. grass
<u>green</u> | 2. snow
<u>white</u> |
| 3. the sky
<u>blue</u> | 4. coal
<u>black</u> |
| 5. chocolate
<u>brown</u> | 6. a lemon
<u>yellow</u> |
| 7. an orange
<u>orange</u> | 8. a fire engine
<u>red</u> |
| 9. an elephant
<u>grey</u> | 10. a flamingo
<u>pink</u> |

PRACTICE 2

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=2=

LISTEN/WRITE/SPEAK

SB p. 15



- A. You will hear conversations in which people are asking and saying which one.

Listen to the conversations and fill in the chart.

KEY

What are the items?
1. <i>thumbtacks</i>
2. <i>stickers</i>
3. <i>envelopes</i>
4. <i>nails</i>
5. <i>boxes</i>
6. <i>tape</i>
7. <i>car</i>
8. <i>binder</i>

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. 16

- B. Listen to the conversations again and fill in the blanks.

Script

KEY

1.

A: And could you also give me a box of thumbtacks?

B: Large ones or small ones ?

A: Small ones, please.

2.

A: And then you can put those stickers on all the packages.

B: These stickers here?

A: No, the blue ones over there.

3.

A: I need some envelopes.

B: What kind do you want, long or short?

A: Long ones, please.

4.

A: Can you get me the nails, please?

B: Which ones do you need?

A: The ones in the can on the top shelf.

5.

A: Could you open those boxes and find out what's in them?

B: You mean the ones on the table?

A: Yeah. Those ones.

6.

A: Why don't you use tape to fix the book?

B: This tape here?

A: No, the wide one over there's better.

7.

A: Isn't that Sheila's car down the street?

B: You mean the one in front of the bank?

A: Yeah. That's her car, isn't it?

8.

A: Could you pass me that binder over there, please?

B: What? This one?

A: No, the one beside it. The big red one.

To the teacher

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

SB p. 17

- C. Work with a partner.
- Practise the conversations with 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 role plays.
- 5) To correct, have the Ss compare their pictures.

P=3

SB p. 18

SPEAK Work with a partner

You will role play situations in which one person asks which one and the other person responds.

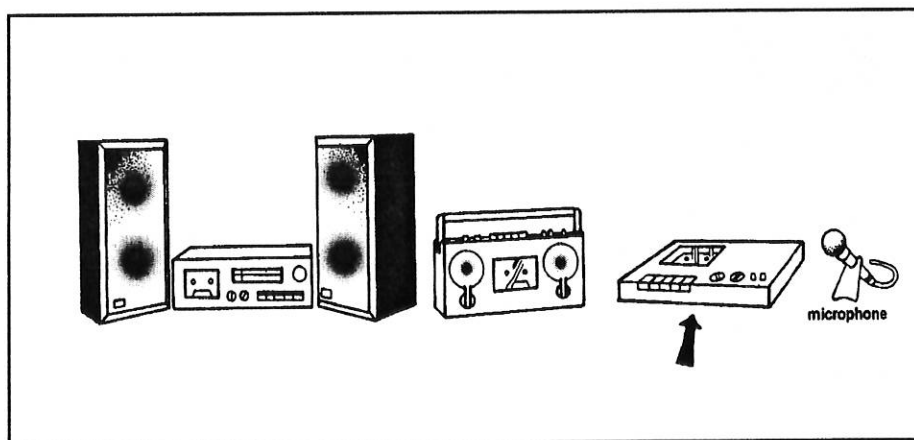
Roles: S1 - p. 18
S2 - p. 22

S1

A. For each situation, use the picture and the arrow to answer your partner's question. **You begin.**

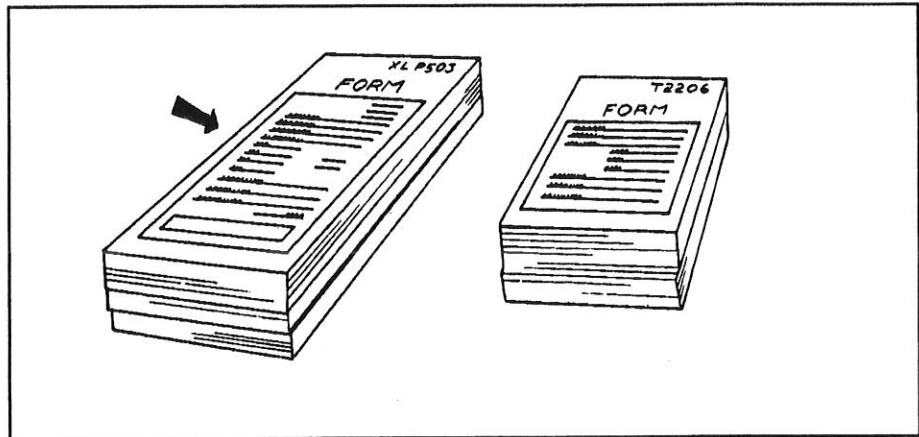
1. **Begin like this:** "I need a tape recorder."

Respond:



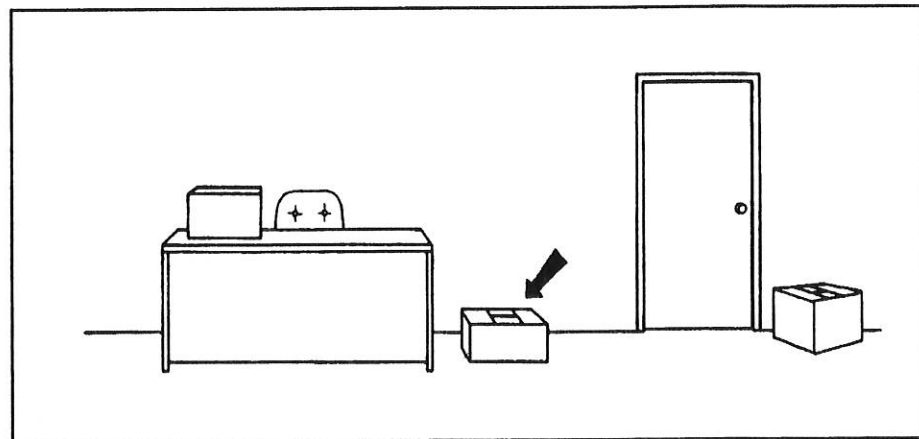
2. **Begin like this:** "Could you pass me one of those forms over there, please?"

Respond:



3. **Begin like this:** "What's in the box?"

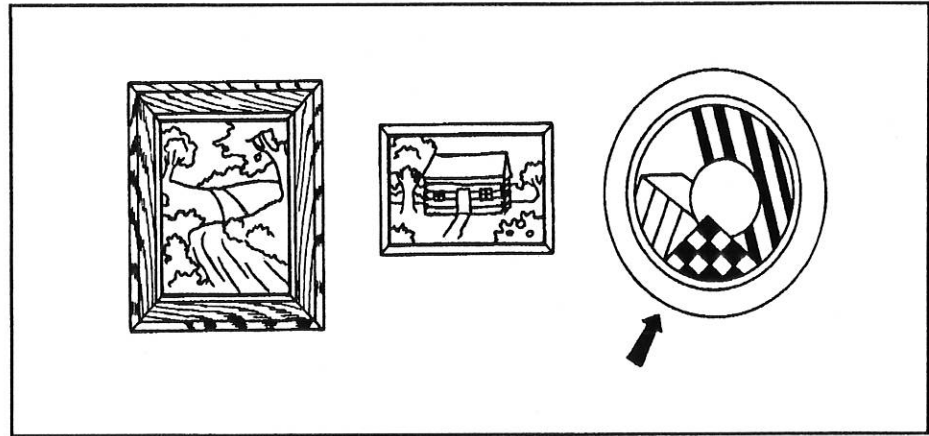
Respond:



S1

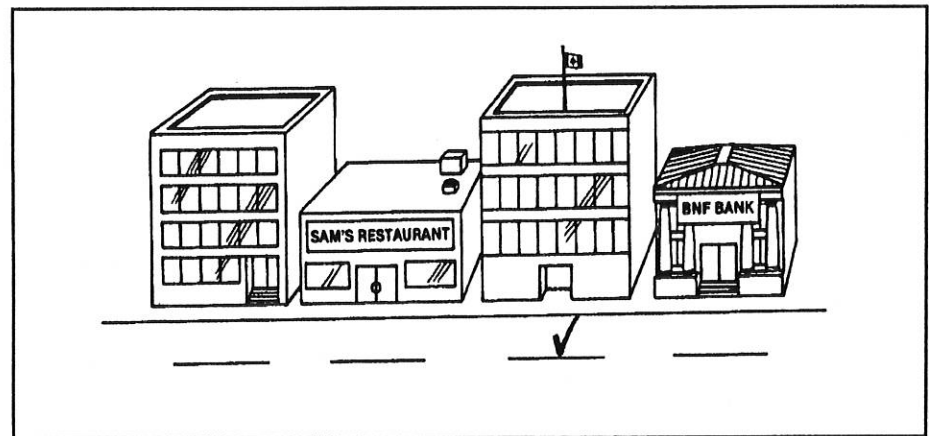
4. **Begin like this:** "I like that painting over there."

Respond:



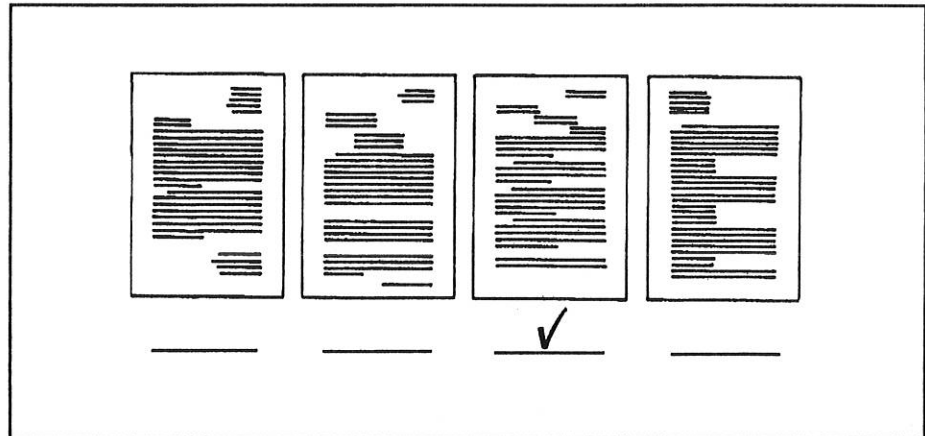
B. For each picture, ask about which one, using the cue. Then check off the correct item in the picture. **Your partner begins.**

KEY 1. **cue:** which?

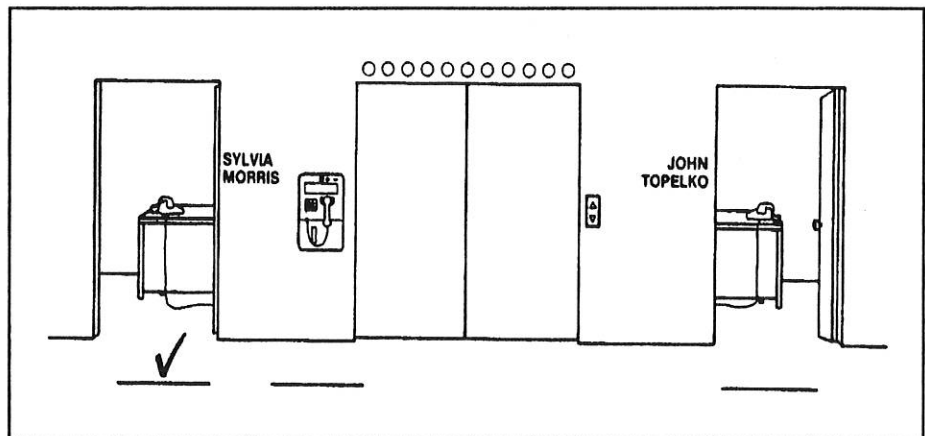


S1

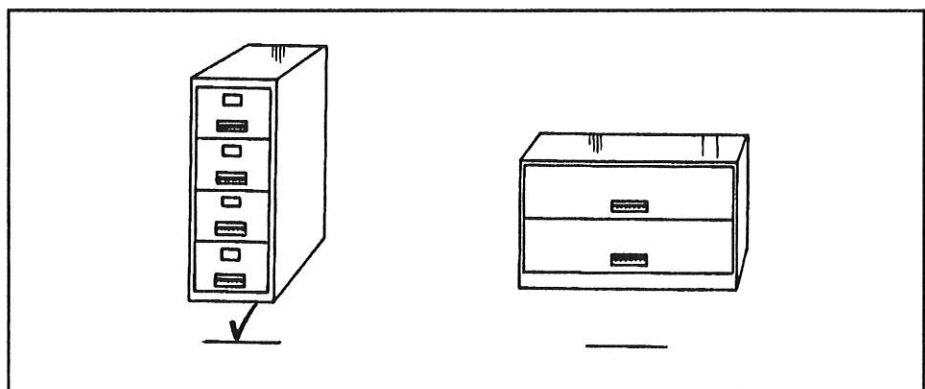
2. **cue:** first?



3. **cue:** which?



4. **cue:** two drawers?

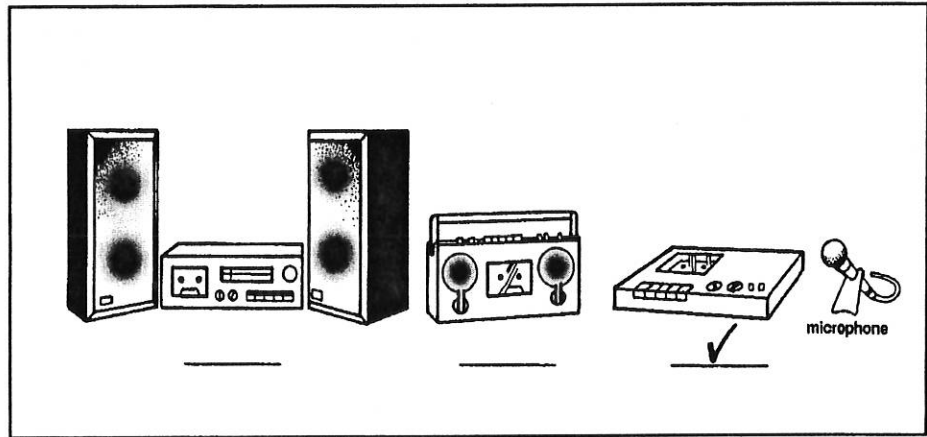


Check your information with your partner.

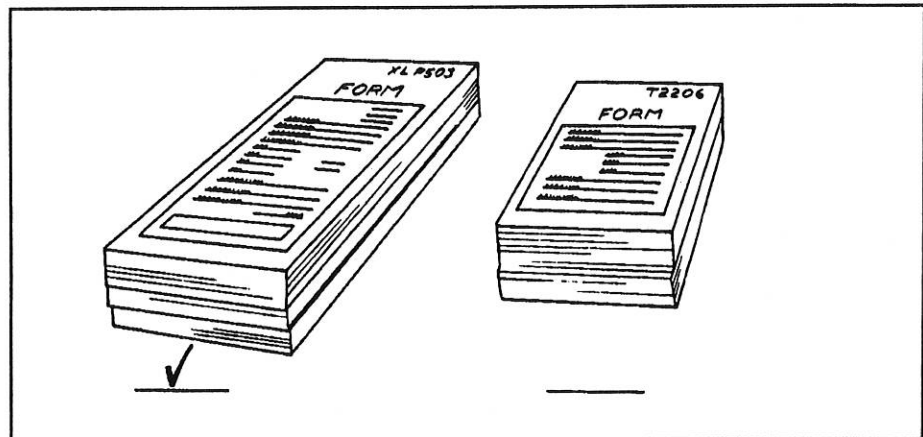
S2

- A. For each picture, ask about which one, using the cue.
Then check off the correct item in the picture. **Your partner begins.**

KEY 1. cue: which?

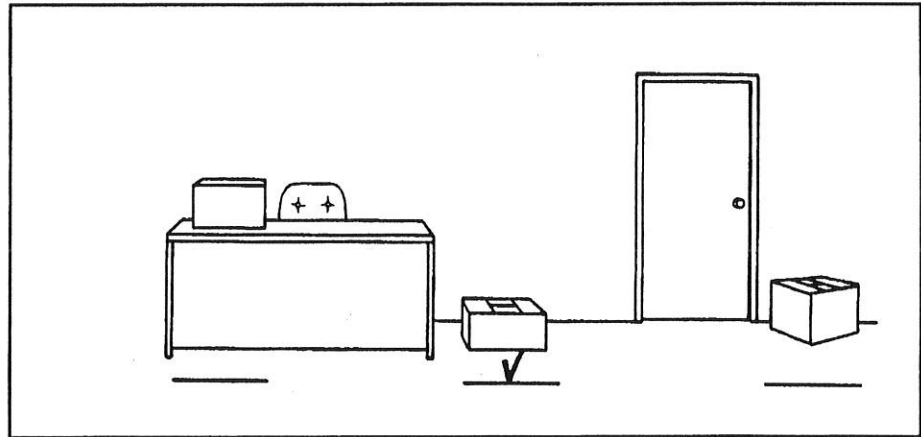


2. cue: long?

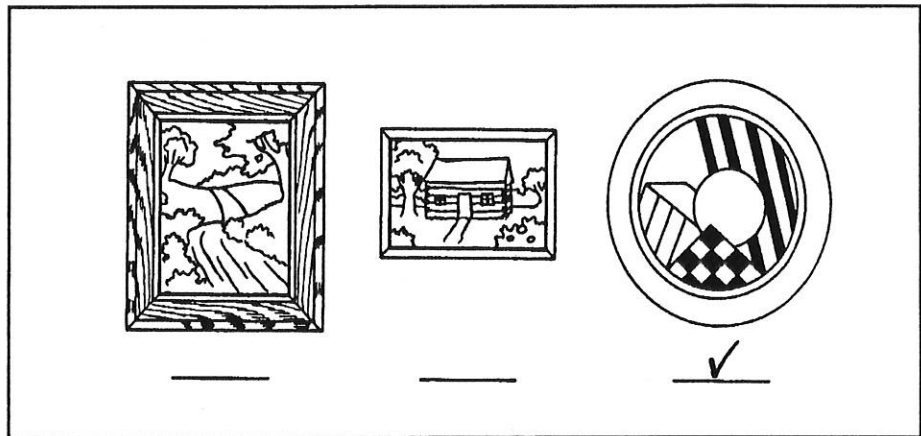


S2

3. **cue:** which?



4. **cue:** small?



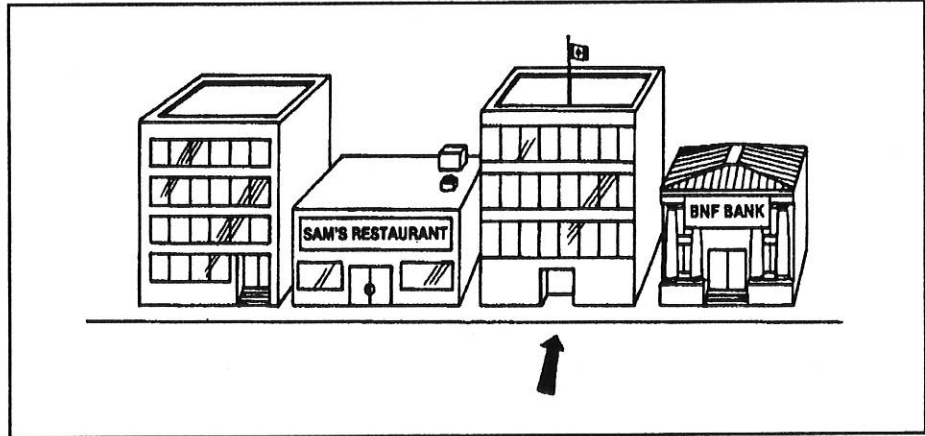
Check your information with your partner.

S2

- B. For each situation, use the picture and the arrow to answer your partner's question.
You begin.

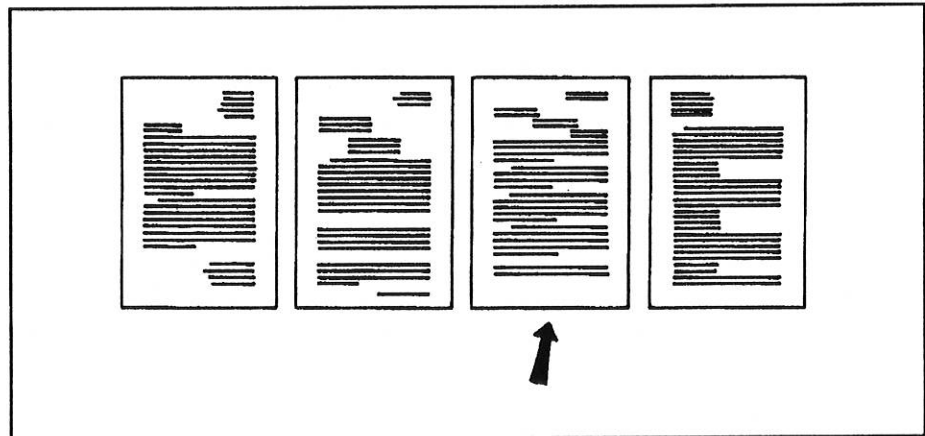
1. **Begin like this:** "That's the building where Barry works."

Respond:



2. **Begin like this:** "I like that version the best."

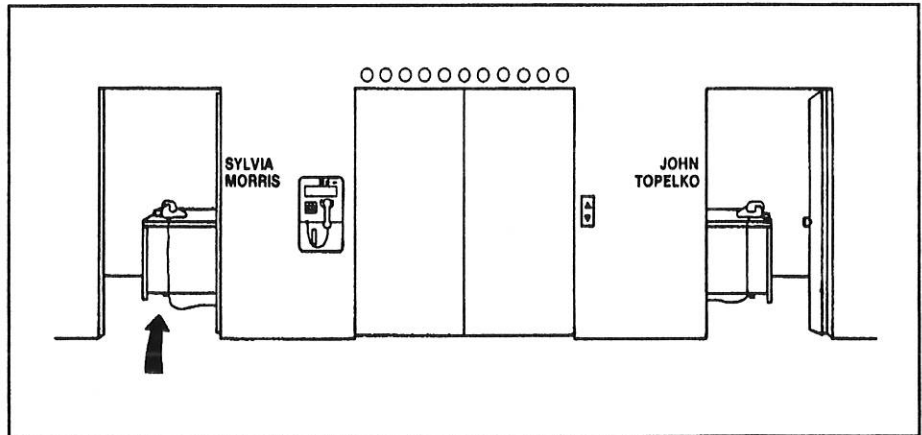
Respond:



S2

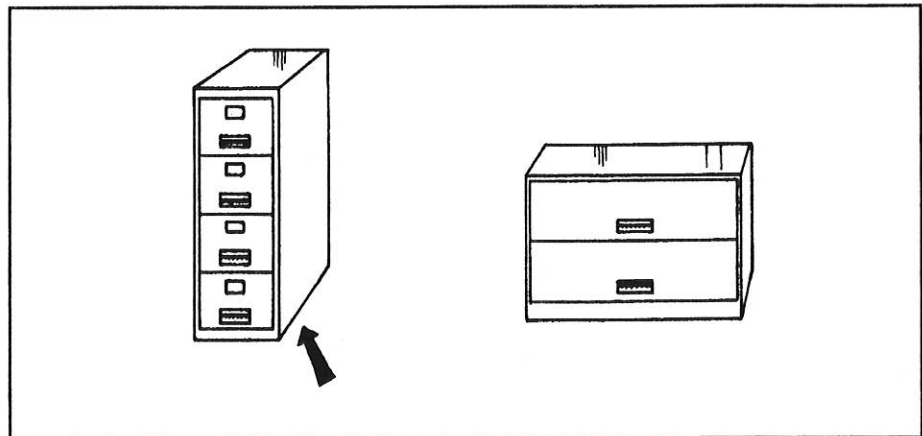
3. **Begin like this:** "Could you use the other phone please?"

Respond:



4. **Begin like this:** "I need that filing cabinet for my office."

Respond:



UNIT 17

SAYING WHAT SOMEONE'S DOING

PRESENTATION

PART I

SAYING WHAT PEOPLE ARE DOING

To introduce the language for saying what you do at work

Illustration

Tape/CD

- 1) Have the Ss turn to the pictures on SB p. 27. See below.
Inform the Ss that they will listen to conversations in which speakers say what the people in the pictures are doing. See script p. 35.
- 2) Play the tape or CD-ROM and have the Ss try to match the conversations on the tape or CD-ROM to the pictures.
Ss write the letter of each conversation above the appropriate picture.
- 3) Check the information with the Ss. See KEY.

1

Saying What People Are Doing

SB p. 27

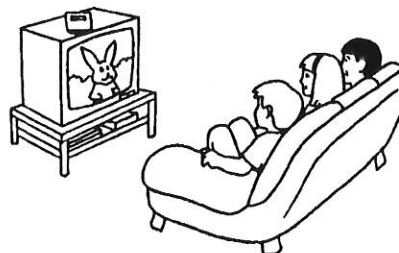
Suggested
KEY

1. Conversation A



He's talking to head
office.

2. Conversation F



They're watching TV.

3. Conversation H



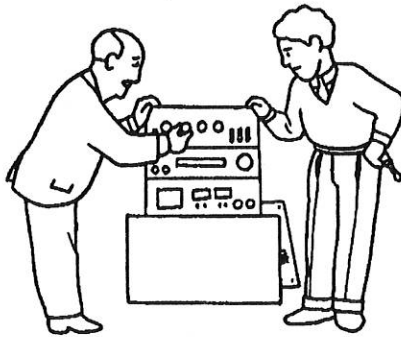
They're having a coffee.

4. Conversation C



He's reading his mail.

5. Conversation D



They're trying to fix the audio
equipment.

6. Conversation E



He's filing documents.

7. Conversation G



She's writing appraisals.

8. Conversation B



She's typing an urgent letter.

Script

CONVERSATION A

A: Is George in his office?

B: Yes, but he's on the phone. He's talking to head office.

CONVERSATION B

A: I have some work for Angela. Do you know if she's free?

B: No, I think she's busy at the moment. She's typing an urgent letter for Mr. Anderson.

CONVERSATION C

A: Is Don Helping Paula?

B: No, I think he's reading his mail.

CONVERSATION D

A: Do you know if Bob and Jim are busy?

B: Yes, I think so. They're trying to fix the audio equipment.

CONVERSATION E

A: Where's David?

B: He's filing those documents you gave him.

CONVERSATION F

A: What're the kids doing?

B: They're downstairs watching TV.

CONVERSATION G

A: Is Linda in today?

B: Yes, she's in her office. She's writing appraisals.

CONVERSATION H

A: Are Richard and Mary here yet?

B: Oh, yes. They're just having a coffee before the meeting.

To focus on the present continuous: affirmative

Tape/CD \

4) For each conversation:

Play the tape or CD-ROM again. Have the Ss try to say what the person is doing.

Illustration \

Write the correct response on the BB. See KEY p. 33. Ss write it in the space provided below the picture.

Explain the formation of the present continuous: affirmative.
See STUDY p. 43.

PART II
ASKING WHAT PEOPLE ARE DOING

To introduce the language for saying what you do at work

Tape/CD \

- 1) Inform the Ss that they will listen to different speakers asking what people are doing.

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

Go over the question with the Ss.

KEY

Conversation	What activity is the speaker asking about?
1	<i>checking a report</i>
2	<i>working on the budget</i>
3	<i>doing the inventory</i>
4	<i>preparing the agenda</i>
5	<i>interviewing job applicants</i>
6	<i>reading the sports section</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 above.

Asking What People Are Doing

CONVERSATION 1

KEY

A: Is Daryl checking his report?

B: Yes, he is.

CONVERSATION 2

A: Are you working on the budget?

B: No. I'm not working on it at the moment.

CONVERSATION 3

A: Are Steven and Gary doing the inventory?

B: No, they're not. They're working with Gladys.

CONVERSATION 4

A: Are you preparing the agenda?

B: Yes, I am. Do you want to see it?

CONVERSATION 5

A: Is Irene interviewing job applicants today?

B: Yes, she is. There's somebody in there with her now.

CONVERSATION 6

A: Are you reading the sports section?

B: No, I'm not looking at it right now. Do you want to borrow it?

To focus on the present continuous: interrogative

Text \

- 4) Have the Ss turn to SB p. 29 and look at the conversations they have just heard. See p.38.

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 formation of the present continuous: interrogative. See STUDY p. 43.

To focus on the present continuous:

- negative
- short answers

- 6) Explain the formation of the negative, and short answers.
See STUDY p. 43.

Text \

Have the Ss find examples in the conversations and circle them.
See KEY.

To have the Ss try asking what people are doing and responding

- 7) Have the Ss turn to SB p. 30. See p. 40.
- 8) Divide the Ss into pairs and assign roles: S1 and S2.
Have the Ss role play.

Asking What People Are Doing and Responding

Roles: S1 - Ask questions, using the cues in the first column.

S2 - Respond, using the cues in the second column.

Switch roles and repeat the roles plays.

Cues	
S1	S2
1. Daryl/check his report?	1. yes
2. you/work on budget?	2. no/not at the moment
3. Steven and Gary/do the inventory?	3. yes/work with Gladys
4. you/prepare the agenda?	4. no/just make a few changes
5. Irene/interview job applicants?	5. yes/someone with her now
6. you/read sports section?	6. no/not right now

PART III

ASKING IF SOMEONE'S FREE

To focus on the exponents for asking if someone's free

Situation

- 1) Present the SITUATION to the Ss:

You want to talk to Ken Hernandez, your manager, in his office. You wonder if he's free to see you.

- 2) Elicit the exponents for asking if someone's free by asking the Ss, for example:

What might you say to Ken's secretary to find out if he's free?

Write the exponents on the BB. See STUDY p. 44.

To have the Ss try asking if someone's free and responding

- 3) Have the Ss turn to SB p. 31. See below.
- 4) Divide the Ss into pairs and assign roles: S1 and S2.
Have the Ss role play.

4

SB p. 31

Asking if Someone's Free and Responding

Roles: S1 - Ask if the people are free, using the cues in the first column.

S2 - Say what the people are doing, using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1	S2
1. David/free?	1. no/file documents
2. Linda/busy?	2. yes/write appraisal
3. someone/with John?	3. yes/talk with Adam
4. Matthew/busy?	4. no/wait for a phone call
5. anyone/with Mrs. Kent?	5. yes/interview a job applicant
6. boss/free?	6. no/get ready for the meeting

STUDY

SB p. 33

PRESENT CONTINUOUS

The present continuous is used to say what someone is doing at the present moment.

Affirmative			
I'm	working	I am	working
you're		you are	
he's/she's		he/she is	
we're	working	we are	working
you're		you are	
they're		they are	

Interrogative	
am I	working
are you	
is he/she	
are we	working
are you	
are they	

Negative			
I'm	not working	you aren't	working
you're		he/she isn't	
he's/she's		he/she isn't	
we're	not working	we aren't	working
you're		you aren't	
they're		they aren't	

Short Answers	
Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he/she is.	No, he/she isn't.
...	...

ASKING IF SOMEONE'S FREE

Is Mr. Hernandez **free**?

Do you know if Mr. Hernandez **is free**?

Is Ken **busy**?

Do you know if Ken's **busy**?

Is

someone
anyone

 with Ken?

RESPONDING

I think so. His door is open.

No, he's not. He's working with Rita on the budget.

Yes, he is. He's talking on the phone.

No, he's free. Go right in.

Yes, Rick is

in there.
with him.

PRACTICE

PRACTICE 1

To the teacher

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








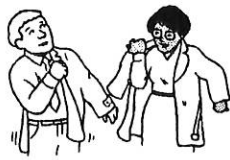
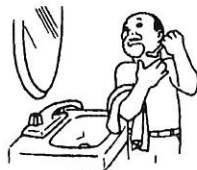
P=1= WRITE/SPEAK

SB p. 35

To practise asking and saying what people are doing.

A. Read SITUATION 1:

It's seven o'clock on a Monday morning. These people live in the West End apartment building.

1  Walter	2  Betty	3  Larsons
4  Paul	5  Frank	6  Mr. Jackson
7  Gloria	8  Roy Jackie	9  Victor

For each picture: Choose an appropriate cue from the list on the side to write what the people are doing.

Suggested KEY








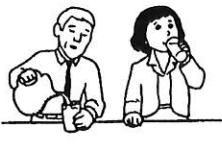

1. Walter's getting dressed.
2. Betty's making breakfast.
3. The Larson's are waking up.
4. Paul's taking a shower.
5. Frank's washing his face.
6. Mr. Jackson's getting up.
7. Gloria's having breakfast.
8. Roy and Jackie are putting on their coats.
9. Victor's shaving.

CUES:

get up
make/breakfast
take/shower
wash/face
wake up
put on/coats
shave
get dressed
have/breakfast

Read SITUATION 2:

It's seven o'clock, Monday evening, in the same apartment building.

1  Claire Bruce	2  Henry	3  Laura
4  Sandra	5  Corey	6  Isabel
7  Sam	8  Arthur Lois	9  Robert

For each picture: Choose an appropriate cue from the list on the side to write what the people are doing.

**Suggested
KEY**

1. Claire and Bruce are eating supper.
2. Henry's arriving home.
3. Laura's reading a magazine.
4. Sandra's writing a letter.
5. Corey's listening to music.
6. Isabel's talking on the phone.
7. Sam's cooking supper.
8. Arthur and Lois are having a glass of milk.
9. Robert's studying his English.

CUES:

study/English
read/magazine
talk/phone
arrive/home
eat/supper
cook/supper
have/glass/milk
write/letter
listen/music

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. 37

- B. Work with a partner.

You will ask and respond to questions about what the people in the pictures in Part A are doing.

S1 - p. 37

S2 - p. 38

S1

For SITUATION 1 on p. 35:

Refer to the cues below and the corresponding pictures.

Ask your partner questions about what the people in the pictures are doing.

Cues

- | | |
|-------------------------------|----------------------------|
| 1. Walter/sleep? | 6. what/Mr. Jackson/do |
| 2. Betty/make bacon and eggs? | 7. Gloria/do the dishes? |
| 3. the Larsons/wake up? | 8. what/Roy and Jackie/do? |
| 4. what/Paul do? | 9. Victor/shave? |
| 5. Frank/shave? | |

For SITUATION 2 on p. 36:

Respond to your partner's questions using only the pictures.
Cover up the answers you wrote in Part A.

S2

For SITUATION 1 on p. 35:

Respond to your partner's questions using only the pictures.
Cover up the answers you wrote in Part A.

For SITUATION 2 on p. 36:

Refer to the cues below and the corresponding pictures.
Ask your partner questions about what the people are doing.

Cues

- | | |
|----------------------------------|-----------------------------|
| 1. Claire and Bruce/have dinner? | 6. what/Isabel/do? |
| 2. Henry/leave for work? | 7. Sam/cook supper? |
| 3. what/Laura/do? | 8. what/Arthur and Lois/do? |
| 4. Sandra/read the newspaper? | 9. Robert/sleep? |
| 5. Corey/watch/TV? | |

PRACTICE 2

To the teacher

- A. 1) Go over the instructions and the chart with the Ss.
 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. 39



- A. You will hear conversations in which people talk about what other people are doing.

Listen and check off the appropriate boxes.

KEY

Are these people free?		
	Yes	No
1. Ruth	✓	
2. Jack		✓
3. Jim		✓
4. Lana	✓	
5. Mr. Holt		✓
6. Kathy		✓
7. Edith and Rick		✓
8. Stephen	✓	

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. 40

Script

- B. Listen to the conversations again and fill in the blanks.

1. A: Is Ruth busy?
B: No, she's taking a break.
2. A: Is Jack in his office?
B: Yes, but he's talking to a client.
3. A: Jim, I need someone to help me move some boxes.
B: I'm sorry. I can't come right now, we're waiting for Mrs. Wells. But I can help you later.
4. A: What's Lana doing ?
B: She's right here in front of me, having a cup of coffee. Do you want to speak to her?
5. A: Is Mr. Holt in his office?
B: Yes, but he's working on the monthly report.
I can't disturb him.
6. A: Do you know if Kathy's free?
B: I think she's having lunch right now.
7. A: Where's Edith and Rick?
B: Oh, they're busy. They're interviewing people all day today.
8. A: Got a minute, Stephen? I'd like to talk to you.
B: Sure. Come on in. I'm just signing some forms.

To the teacher

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

SB p. 40

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

PRACTICE 3 CHARADES

To the teacher

NOTE:

In this game, the Ss will take turns miming actions while the other Ss try to guess what the actions are.

You will need to photocopy the game cards on p. 54, and cut them out.

PLAYING THE GAME

- 1) Divide the Ss into two teams: Team A and Team B.
- 2) Have one S from Team A choose a card, read the action on the card silently, and mime the action. This S is not allowed to speak.
The Ss on Team A have two minutes to guess what their teammate is doing.
If they guess correctly, Team A scores a point.
If they do not guess correctly, Team B can try to guess what the person is doing.
If Team B guesses correctly, Team B scores a point. If the guess is not correct, the person says what he/she is doing and neither team scores.
- 3) Have one S from Team B take a card and continue the game in this way until all the cards are used up.
- 4) The team with the most points wins.

VARIATION

To play the game another time, you can have the Ss make up their own actions and write them on cards or slips of paper.

Have each S also put his/her name on the card. The game proceeds as above.

The S who has written a particular action cannot participate in the guessing for that action.

P=3=

SB p. 41

CHARADES

To practise saying what people are doing.

Your teacher will explain how to play this game.

GAME CARDS

type a letter

file some documents

take a phone message

unlock the door

open the mail

stamp a pile of papers

take the elevator

make a photocopy

staple some papers
together

sharpen a pencil

dial a number on the
telephone

seal an envelope

UNIT 18

LEISURE ACTIVITIES

PRESENTATION

To lead into the topic of leisure time

Text

- 1) Have the Ss turn to the chart on SB p. 43. See below.
- 2) Have the Ss write in the chart how much time they normally spend on the different activities.

Discuss with the Ss.

1

SB p. 43

Activities	Average number of hours spent on a	
	workday	day off work (weekend)
1. leisure	_____	_____
2. meals and personal needs	_____	_____
3. work	_____	_____
4. sleep	_____	_____
5. housework	_____	_____

To focus on vocabulary for leisure activities

Face-to face \

3) Write the following categories on the BB.

- Sports and Outdoor Activities
- Cultural Activities
- Hobbies
- Other

For each category:

Ask the Ss to name some activities people do in their spare time. Write them on the BB. See STUDY p. 61

To introduce the language for asking about leisure activities and responding

Tape/CD \

- 4) Have the Ss turn to SB p. 44. See p. 57.
Inform the Ss that they will listen to some conversations in which people talk about leisure activities.
See script p. 57.
Go over the chart with the Ss.
- 5) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.
- 6) Check the information in the chart with the Ss. See KEY.

2

SB p. 44

KEY

Conversation	What leisure activities are the people talking about?
1	<i>sailing</i>
2	<i>playing cards</i>
3	<i>reading</i>
4	<i>playing golf</i>
5	<i>going to baseball games</i>
6	<i>skiing, playing tennis, listening to music</i>

Script

CONVERSATION 1

A: **What kinds of things do you like doing in the summer?**

B: I have a sailboat, so I go sailing as often as I can.

CONVERSATION 2

A: **What does Helen like to do in her spare time?**

B: Oh, she really enjoys playing cards.

A: That's interesting. Does she play bridge?

CONVERSATION 3

A: **How do you spend your leisure time?**

B: I enjoy reading, especially mystery books.

CONVERSATION 4

A: We want to get a retirement gift for Gerald. I need some suggestions.
Does he have any hobbies?

B: I think he plays golf but I don't know about anything else.

CONVERSATION 5

A: **Do you like going to baseball games?**

B: Once in a while, but I'm not really a big sports fan.

CONVERSATION 6

A: **What do you do in your spare time?**

B: Well, I ski and I play tennis. I also like listening to music. I have quite a collection.

To focus on the exponents for asking about leisure activities
--

Tape/CD \

7) For each conversation:

Play the tape or CD-ROM again and have the Ss try to identify the exponent for asking about leisure activities. See script p. 57.

Write the exponent on the BB.

To focus on:

- the simple present
- gerunds and infinitives with "like" and "enjoy"

- 8) Explain the use of the simple present in talking about leisure activities.
See STUDY p. 62.
- 9) Explain the use of Gerunds and infinitives. See STUDY p. 62.
- 10) Draw a chart on the BB and list the Ss' names in the first column,
for example:

Names	Leisure Activities
Pierre	I watch TV. I enjoy playing cards.
Suzanne	I like going out. I play tennis.
Marc	I enjoy going to baseball games. I like working in the garden.

Face-to-face

Have each S in turn talk about his/her hobbies and leisure activities.
Write the Ss' responses in the chart. See examples above.
You can begin by talking about what you like to do.

e.g. I read a lot.
I like going to movies.

To have the Ss try asking about leisure activities and responding

- 11) Have the Ss turn to SB p. 44. See below.
- 12) Divide the Ss into pairs and assign roles: S1 and S2.
Have the Ss role play.

3

SB p. 44

Asking About Leisure Activities and Responding

Roles: S1 - Ask your partner about his/her leisure activities using the cues in the first column.

S2 - Respond using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1

1. do/free time?
2. like to do/weekends?
3. have/hobbies?
4. how/spend/leisure time?
5. what things/like doing?
6. enjoy doing/spare time?

S2

1. like to do carpentry
2. visit friends
3. enjoy gardening
4. read a lot
5. like watching TV
6. enjoy playing cards

VOCABULARY FOR LEISURE ACTIVITIES**Sports and Outdoor Activities**

playing hockey
skiing
hiking/camping
cycling
doing fitness exercises
e.g. jogging, going to the gym, aerobics
swimming
skating
going for walks
watching sports on TV

Hobbies

collecting stamps, coins, ...
building model airplanes, boats, ...
doing pottery
weaving
knitting/sewing
making furniture
working in the garden/gardening
painting/drawing/sculpting
playing a musical instrument
working around the house/on the car
cooking/baking
reading
doing crosswords/jigsaw puzzles

Cultural Activities

movies
opera
ballet
concerts
plays/theatre
museums/art galleries
watching TV

Other

visiting friends
entertaining
playing cards/games
going to restaurants/clubs
doing volunteer work

ASKING ABOUT LEISURE ACTIVITIES

What do you do in your spare time?

How do you spend your leisure time?

What does Helen like to do in her free time?

What kinds of things does she like doing?

Do you have any hobbies?

Do you play any sports?

More Specific

Do you like to play golf?

Do you enjoy working around the house?

Do you (ever) play cards?

TALKING ABOUT LEISURE ACTIVITIES

We often use the simple present to talk about leisure activities.

I ski and I play tennis.

She collects stamps.

I play the piano.

Gerunds and Infinitives

A **gerund** is the **"-ing"** form of the verb used as a noun.

e.g. driving
singing
playing

An **infinitive** is the base form of the verb usually used with **to**.

to drive
to sing
to play

Like can be followed by a gerund or an infinitive.

I like **watching** TV.

She likes **to work** in the garden.

Enjoy can only be followed by a gerund.

I enjoy **going** for long walks.

He enjoys **reading** novels.

PRACTICE

PRACTICE 1

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 1 WRITE/SPEAK

SB p.47

- A. Complete the conversations using the cues provided.

Suggested KEY

Ask about leisure activities

Respond

1.

What do you like to do in your spare time?

I enjoy working around the
house.

cues: enjoy/work/around the
 house

2.

Does she have any hobbies?

cues: have/hobbies?

In the winter she goes cross-country skiing a lot.

Ask about leisure activities

Respond

3.

How does he spend his leisure
time?

cues: spend/leisure time?

He watches a lot of sports on television.

4.

What kinds of sports do you like?

I like playing squash and
hockey.

cues: like/play/squash and
hockey.

5.

Do they ever go camping?

No. They don't really like
camping.

cues: not like/camp

6.

What do you like doing in your
spare time?

cues: like/do/spare time?

Well, I enjoy listening to classical music.

Ask about leisure activities

Respond

7.

What do you do in your free
time?

cues: do/free time?

Well, I like working on the car and
I spend a lot of time with the kids.

8.

How do you spend your leisure
time?

Oh, I really like to go to the
movies.

cues: like/go/movies

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. 49

- B. Work with a partner.
Practise your corrected conversations and those of your partner.

PRACTICE 2

To the teacher

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

SPEAK

In this practice, you will:

- find out about another student's leisure activities (Part A)
- tell the class about that student's leisure activities (Part B)

A. Work with a partner.

Find out as much as you can about what your partner does in his/her spare time. Refer to the categories and examples listed below. Take notes in the spaces provided.

Sports and Outdoor Activities

- summer sports
golf,
tennis,...
- winter sports
skiing,
hockey,...
- outdoor activities
bicycling,
boating,...
- exercise
jogging,
aerobics,...

Hobbies

- arts and crafts
pottery,
flower arrangement,...
- collecting things
stamps,
antiques,...
- other hobbies
taking pictures,
painting,...

Cultural Activities

- music
 playing an instrument,
 listening to music,...
- theatre, movies, TV
- reading

Other Activities

- travelling
- playing games
- cooking
- working around the house/
 on the car
- shopping
- etc.

To the teacher

- B. 1) Go over the instructions with the Ss.
 2) Have the Ss do Part B.

SB p. 51

- B. Refer to your notes from Part A and tell the class what your partner does in his/her spare time.

PRACTICE 3 GUESS THE PASTIME

To the teacher

NOTE:

In this game, the Ss will ask questions and try to guess a leisure activity.

You will need to photocopy the pictures on pp. 69-71, and cut them out.

PREPARING FOR THE GAME

- 1) Explain to the Ss that they will each receive a picture of a different leisure activity and that the other Ss will ask questions and try to guess what the leisure activity is.
- 2) Model some questions for the Ss. Give one S the first picture and ask, for example:

Do you do this activity outdoors?

Can you do it in the winter?

Is it expensive?

Could you do it alone?

Is it camping?

The Ss can try to guess the activity only when it's their turn and they can ask only one question per turn.

PLAYING THE GAME

- 1) Give one S a picture of a leisure activity. If the S doesn't know the name of the activity, he/she can look it up in a dictionary.
- 2) Have the other Ss take turns asking questions to try to guess what the activity on the card is. The S with the picture can reply only **yes** or **no**.

Have the Ss continue guessing until three minutes are up or until one of the Ss guesses the activity. The S who guesses correctly scores a point.
- 3) When the guessing is finished for one picture, give a picture to another S and continue the game in this way until all the pictures are used up.
- 4) The S with the most points wins.

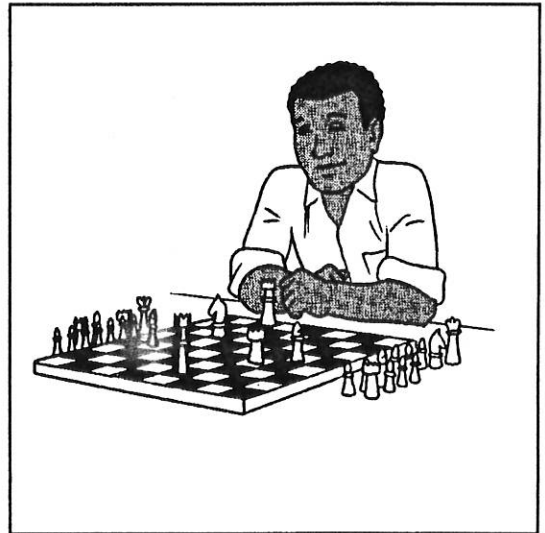
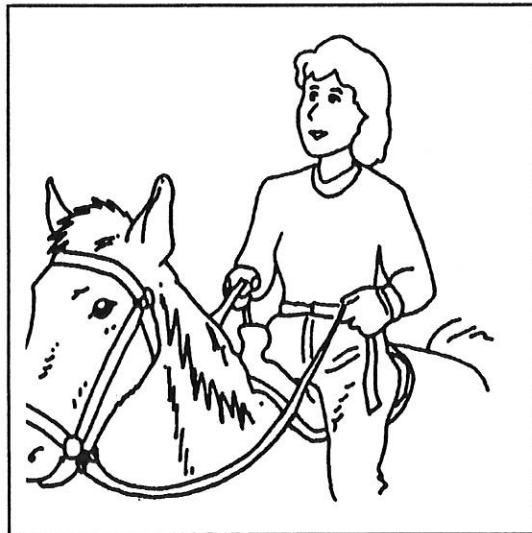
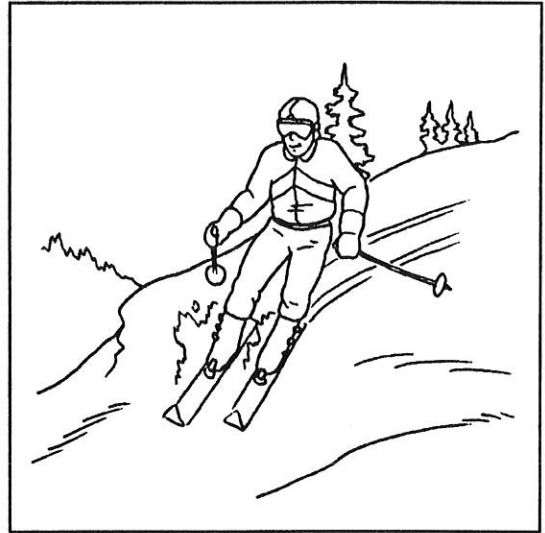
P₃ Guess the Pastime

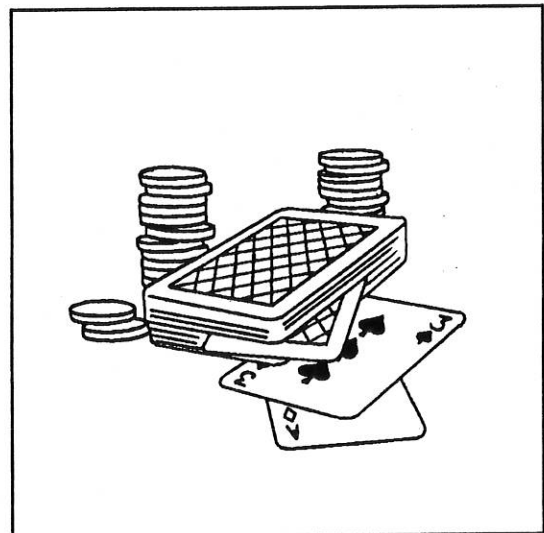
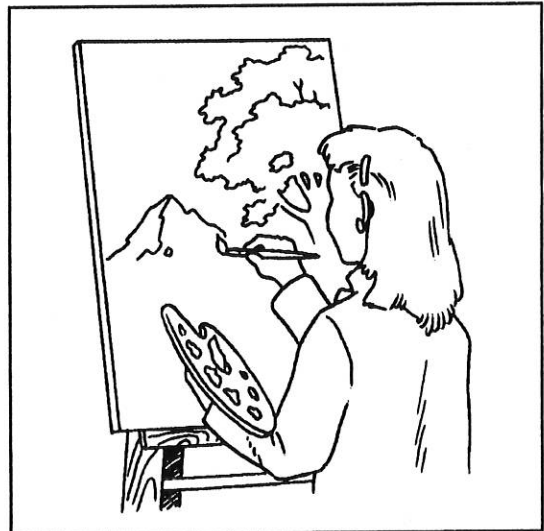
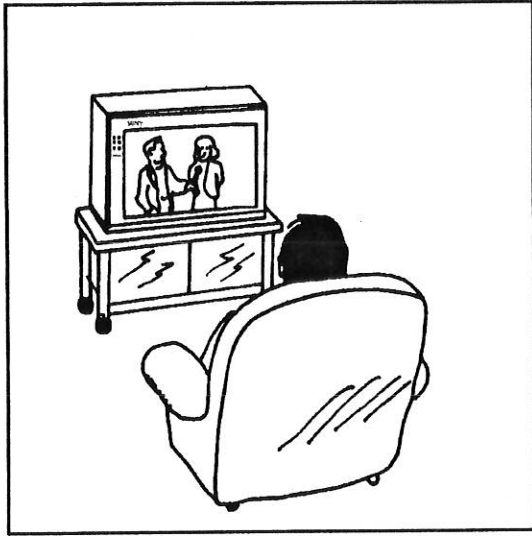
SB p. 51

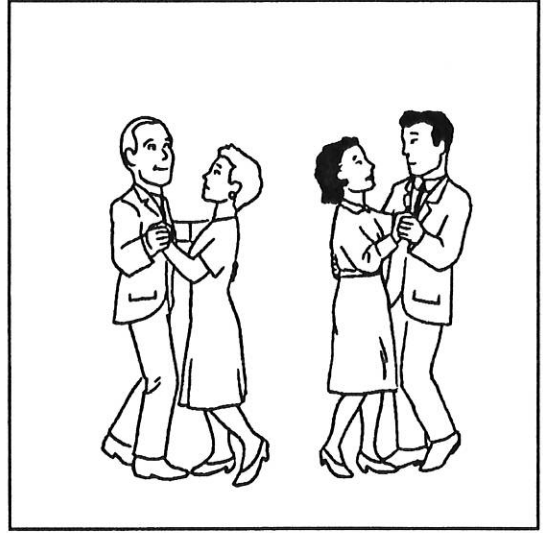
To practise talking about leisure activities.

Your teacher will explain how to play this game.

Pictures







UNIT 19

PAST ACTIVITIES

PRESENTATION

PART I DESCRIBING PAST ACTIVITIES

To introduce the language for describing past activities

Tape/CD

- 1) Inform the Ss that they will listen to people describing what they did last weekend. See script p. 74.
- 2) Draw the chart on the BB, without the answers, and have the Ss copy it. Go over the question with the Ss.

**Suggested
KEY**

Speaker	Where were the people last weekend?
1	<i>at a lake/camping</i>
2	<i>at home</i>
3	<i>in Montréal /at a friend's place</i>
4	<i>at a party</i>
5	<i>at home</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 above.

Script

1

Describing Past Activities

SB p. 53

SPEAKER 1

KEY We walked along the lake and then we had lunch. The weather was perfect and we took a lot of pictures. At night, we cooked supper over the fire beside the tent.

walk	take
have	cook
be	

SPEAKER 2

Saturday, I got up late and I just sat around the house. I read the newspaper and listened to music. In the evening, we ordered Chinese food and watched a movie on TV.

get up	listen
sit	order
read	watch

SPEAKER 3

We left the house early Friday morning and arrived in Montréal around noon. They showed us around the city and took us to a really nice restaurant downtown. On Saturday we went to a baseball game at the Olympic Stadium.

leave	take
arrive	go
show	

SPEAKER 4

We had a great time. It was Jack's birthday so Sheila invited a bunch of his friends over. She made a huge birthday cake. We ate and drank and danced all evening.

have	eat
be	make
invite	drink
	dance

SPEAKER 5

I was really busy all weekend. I cleaned the basement and washed all the windows. Then I organized my bookshelves and I finally installed our new air conditioner. And I even found time to fix my bicycle.

clean	install
wash	find
organize	

To focus on the simple past

Text

5) Have the Ss turn to SB p. 53. See p. 74.

6) For each number:

Have the Ss try to fill in the blanks, referring to the verbs in the boxes.

Explain the formation of the past tense: regular and irregular.

See STUDY p. 81.

7) For reinforcement, you can play the tape again and have the Ss follow along in their SBs.

PART II
ASKING ABOUT PAST ACTIVITIES

To focus on the simple past: interrogative

Text \

- 1) Have the Ss turn to SB p. 55 and look at some conversations in which people talk about past activities. See p. 77.
- 2) For each number:

Have the Ss complete the conversation by choosing appropriate words from the list on the side. See KEY. Ss write the words in the space provided.

Explain the formation of questions in the simple past.
See STUDY p. 82.

To focus on:

- **the simple past- negative**
- **short answers with "did"**
- **past time expressions**

Text \

- 3) Explain the formation of the negative, and short answers.
See STUDY p. 82.

Have the Ss find examples in the conversations.

- 4) Explain the use of past time expressions when talking about past activities. See STUDY p. 82.

Have the Ss identify these time expressions in the conversations and circle them. See KEY.

Asking About Past Activities

SB p. 55

KEY 1. A: Did you remember to cancel the order?

B: Yes, I did. I cancelled it the day before yesterday.

2. A: Did Denise play tennis with you
on Saturday?

B: No, she didn't. She was too busy.

did he borrow

did you remember

3. A: When did this letter arrive ?

B: It came a few days ago.

did this letter arrive

did you watch

4. A: Don't forget Allan worked overtime last week.

B: How many hours did he work ?

was Barbara

were you

5. A: Where did you park your car this
morning?

B: In the building. There was no space on the street.

did he leave

did he work

did Denise play

6. A: Did he borrow money from you too
yesterday?

B: Yes, he did. He asked me for \$20.

did you park

7. A: Mr. Donahue called you this morning, but
I didn't know where you were.

B: Did he leave a message?

8. A: Did you watch that documentary on
drugs last night?

B: I wanted to but I didn't have time.

9. A: were you on the telephone a few
minutes ago?

B: Yes, I was.

10. A: Was Barbara at the meeting yesterday
afternoon?

B: No, she wasn't. She wasn't in yesterday.

To have the Ss try asking about past activities and responding

- 5) Have the Ss turn to SB p. 56. See p. 79.
- 6) Divide the Ss into pairs and assign roles: S1 and S2.
Have the Ss role play.

Talking About Past Activities

SB p. 56

Roles: S1 - Ask about using past activities using the cues in the first column.

S2 - Respond using the cues in the second column.

Switch roles and repeat the role plays.

Cues	
S1	S2
1. Denise/play tennis with you/Saturday?	1. no
2. he/borrow money from you yesterday?	2. yes/\$20
3. you/watch documentary on drugs/last night?	3. no/not have time
4. you/park your car/in the building?	4. no/on the street
5. Alan/work overtime last week?	5. yes
6. Barbara/at meeting yesterday?	6. no
7. Mr. Donahue/call this morning?	7. yes/about half an hour ago
8. letter/arrive today?	8. yes/this morning

SB p. 57

To be

I was
you were
he/she was

we were
you were
they were

SIMPLE PAST

	To work	To be
Interrogative	<div style="text-align: center;"> <u>did</u> + <u>subject</u> + <u>infinitive</u> did I work? did you work? did he/she work? ... </div>	was I? were you? was he/she? ...
Negative	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> I you he/she ... </div> <div style="border-left: 1px solid black; padding-left: 10px;"> didn't work didn't = did not </div> </div>	I wasn't you weren't he/she wasn't wasn't = was not weren't = were not
Short Answers	Did you work last night? Yes, I did. No, I didn't.	Were you busy? Yes, I was. No, I wasn't.

Past Time Expressions		
last	Wednesday night week month year	yesterday yesterday morning afternoon the day before yesterday
four days two months	ago	

PRACTICE

PRACTICE 1

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 1

SB p. 59

WRITE/SPEAK

- A. Complete the conversations using the cues provided and the appropriate forms of the simple past.

Suggested KEY

Ask about past activities

1. Did John leave early
today?

cues: John/leave early today?

2. Did Maria take the bus to work
this morning?

cues: Maria/take the bus to work
this morning?

3. Did you catch the five o'clock
train?

cues: you/catch the five o'clock
train?

Respond

Yes, He did. He had a
doctor's appointment.

cues: he/have a doctor's
appointment

No, Sharon gave her a lift.

cues: Sharon/give her a lift

No, I didn't, but I got the next
one at five-thirty.

cues: no/get/next one at five-thirty.

Ask about past activities

4. Did you type my letters?

cues: you/type my letters?

5. Did you enjoy your holiday?

cues: you/enjoy your holiday?

6. Was Tom on the committee last year?

cues: Tom/on the committee last year?

7. Were you home Monday night?

cues: you/home Monday night?

8. Did you go to Norman's party last night?

cues: you/go to Norman's party last night?

Respond

Yeah, they're in your basket.

I finished them before lunch.

cues: finish them/before lunch

Yes, I did. I had a great time.

cues: I/have a great time

Yes, he was responsible for public relations.

cues: yes/responsible for public relations

No, I wasn't. I went to the movies.

cues: no/go/movies

Yes, I did. It was a lot of fun.

cues: yes/a lot of fun

Ask about past activities

9. Did you go to the bank at lunch
time?

cues: you/go to bank at lunch time?

10. Did Martha call this morning?

cues: Martha/call this morning?

11. Did you get the new catalogue?

cues: you/get the new catalogue?

12. Did the meeting start on time?

cues: meeting/start on time?

Respond

No, I went at coffee break.

cues: I/go at coffee break

No, She didn't. Maybe she forgot.

cues: no/maybe/forgot

Yes, it arrived a few days ago.

cues: it/arrive a few days ago

No, it didn't. The chairperson
arrived half an hour late.

cues: chairperson/arrive half an
hour late

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. 61

- B. Work with a partner.
Practise your corrected conversations and those of 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.
- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do the role plays.

P=2= SPEAK Work with a partner.

SB p. 62

You and your partner will take turns talking about past activities.

For each number:

S1 - Find out as much as you can about what your partner did.

Begin by asking a question using the cues provided.

S2 - Tell your partner as much as possible about what you did.

Your partner begins.

Cues for S1

1. go anywhere Saturday night?
2. take a winter holiday last year?
3. go out last night?

Switch roles

4. do anything special for your last birthday?
5. busy at work last week?
6. watch television last night?

PRACTICE 3 MEMORY GAME

To the teacher

- 1) Have each S tell the class one thing he/she did last night, for example:
 - S1 - says what he/she did last night.
(I went to a movie last night)
 - S2 - repeats what S1 did and adds what he/she did.
(Linda went to a movie. I stayed home and watched TV)
 - S3 - repeats what S1 and S2 did and adds what he/she did.
(Linda went to a movies, Richard stayed home and watched TV, and I phoned my sister.)
- 2) The Ss who cannot repeat all the information are eliminated.
- 3) The game continues in this way until one S is left. That S is the winner.
- 4) The game can be repeated for your last birthday, your last vacation, New Year's Eve, etc.

P=3=

Memory Game

SB p. 62

To practise talking about past activities.

Your teacher will explain how to play the game.

UNIT 20

DATES

PRESENTATION

To focus on the days of the week

Text

- 1) Have the Ss turn to SB p. 63. See below.
Go over the days of the week with the Ss.
- 2) Discuss the questions with the Ss.
Have the Ss write the answers in the spaces provided.

1

DAYS OF THE WEEK

SB p. 63

Monday
Tuesday
Wednesday
Thursday

Friday
Saturday
Sunday

When's your payday?

What day do you do your banking?

When do you do your shopping?

Which day do you do your laundry?

To focus on the names of the months and the seasons

Illustration

- 3) Have the Ss turn to SB p. 63. See below.
- 4) Have the Ss look at the calendar and say the names of the months. Write them, in full, on the BB. See KEY.

Have the Ss write the months in the spaces provided.

2

MONTHS

SB p. 63

The Calendar

KEY

	S	M	T	W	T	F	S		S	M	T	W	T	F	S	
J	1	2	3	4	5	6	7		1	2	3	4	5	6	7	J
A	8	9	10	11	12	13	14		8	9	10	11	12	13	14	A
N	15	16	17	18	19	20	21		15	16	17	18	19	20	21	N
	22	23	24	25	26	27	28		22	23	24	25	26	27	28	
	29	30	31						29	30	31					
F					1	2	3	4					1	2	3	4
E	5	6	7	8	9	10	11		5	6	7	8	9	10	11	
B	12	13	14	15	16	17	18		12	13	14	15	16	17	18	
	19	20	21	22	23	24	25		19	20	21	22	23	24	25	
	26	27	28	29					26	27	28	29	30	31		
M					1	2	3						1	2	3	
A	4	5	6	7	8	9	10		2	3	4	5	6	7	8	
R	11	12	13	14	15	16	17		9	10	11	12	13	14	15	
	18	19	20	21	22	23	24		16	17	18	19	20	21	22	
	25	26	27	28	29	30	31		23	24	25	26	27	28	29	
									30							
A	1	2	3	4	5	6	7			1	2	3	4	5	6	
P	8	9	10	11	12	13	14		7	8	9	10	11	12	13	
R	15	16	17	18	19	20	21		14	15	16	17	18	19	20	
	22	23	24	25	26	27	28		21	22	23	24	25	26	27	
	29	30							28	29	30	31				
M				1	2	3	4	5					1	2	3	
A	6	7	8	9	10	11	12		4	5	6	7	8	9	10	
Y	13	14	15	16	17	18	19		11	12	13	14	15	16	17	
	20	21	22	23	24	25	26		18	19	20	21	22	23	24	
	27	28	29	30	31				25	26	27	28	29	30		
J					1	2								1		
U	3	4	5	6	7	8	9		2	3	4	5	6	7	8	
N	10	11	12	13	14	15	16		9	10	11	12	13	14	15	
	17	18	19	20	21	22	23		16	17	18	19	20	21	22	
	24	25	26	27	28	29	30		23	24	25	26	27	28	29	
									30	31						

January

February

March

April

May

June

July

August

September

October

November

December

Text

- 5) Have the Ss turn to SB p. 64. See below.
- 6) Have the Ss group the months by season. See KEY. Have the Ss write the months in the spaces provided. Tell Ss to start with the month in which each Canadian season officially begins. You could discuss the realities of the Canadian climate versus the dates and also seasons as experienced in other areas of the world (e.g. hot and dry vs. wet, etc.).

3

SB p. 64

THE SEASONS

What are:

the **winter** months?

KEY

December

JanuaryFebruary

the **spring** months?

March

April

May

the **summer** months?

June

July

August

the **fall** months?

September

October

November

To focus on:

- **saying the date**
- **ordinal numbers**

Text

7) Have the Ss turn to SB p. 65 and look at the list of holidays and special days. See box below and note *at bottom of page.

8) For each number:

Have the Ss give the date of the holiday or special day. Write the date on the BB. See KEY. Have the Ss write the date in the space provided. NOTE*: Many Ss may not be aware of numbers 17 to 20.

Explain the use of ordinal numbers when saying the date.
See STUDY p. 95.

4

HOLIDAYS AND SPECIAL DAYS

SB p. 65
KEY

1. New Year's Day	(Gregorian Calendar)	<u>January 1st</u>
2. Valentine's Day		<u>February 14th</u>
3. St. Patrick's Day		<u>March 17th</u>
4. The first day of spring (equinox)		<u>March 21st</u>
5. April Fools' Day		<u>April 1st</u>
6. Victoria Day		<u>May 24th</u>
7. The first day of summer (solstice)		<u>June 21st</u>
8. Saint-Jean-Baptiste Day		<u>June 24th</u>
9. Canada Day		<u>July 1st</u>
10. Hiroshima Day		<u>August 6th</u>
11. The first day of fall (equinox)		<u>September 21st</u>
12. Halloween		<u>October 31st</u>
13. Remembrance Day		<u>November 11th</u>
14. The first day of winter (solstice)		<u>December 21st</u>
15. Christmas Day		<u>December 25th</u>
16. Boxing Day		<u>December 26th</u>

*(Four important holidays from four other calendars)

17. Divali (Festival of Lights)	<u>Kartika 15th</u>
18. Eid-ul-Fitr (Breaking of the Fast of Ramadan)	<u>Shawwal 1st</u>
19. Wesak (Birth of Buddha)	<u>Vesâkha 7th</u>
20. Yom Kippur (Day of Atonement)	<u>Tishri 10th</u>

* While many countries and cultures may use the western Gregorian calendar for international business, they have their own calendars. Number 17 is from a Hindu or Sikh calendar; 18 to 20 are from Islamic, Buddhist and Jewish calendars.

To focus on saying the year

Text

- 9) Have the Ss turn to SB p. 66. See below.
- 10) Have the Ss try to match the dates with the historical events. See KEY.
Have the Ss write the dates in the spaces provided.
- 11) Have each S write down three or more historical events that he/she knows (possibly local ones) and their dates.
Go around the class and help the Ss.

Have each S ask the class to give the years of the historical events he/she has listed.

5

S A Y I N G T H E Y E A R

SB p. 66

Historical Events	KEY	Year	
Canadian Confederation		<u>1867</u>	1000
World War I		<u>1914-1918</u>	1492
World War II		<u>1939-1945</u>	1939-1945
the French Revolution		<u>1789</u>	1914-1918
Jacques Cartier arrived in Canada		<u>1534</u>	1969
Astronauts first landed on the moon		<u>1969</u>	1789
Leifur Eiriksson arrived in Canada		<u>1000</u>	1534
Christopher Columbus arrived in America		<u>1492</u>	1867

Other Historical Events

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

To focus on the exponents for talking about days and dates

Text

- 12) Have the Ss look at SB p. 66. See below.
- 13) Have the Ss try to answer the questions. Write the answers on the BB.
See KEY. Have the Ss write the answers in the spaces provided.

6

SB p. 66

TALKING ABOUT DAYS AND DATES

What day is it today?
What's today?

What's the date today?
What's today's date?

When's your birthday?

STUDY

SB p. 67

ASKING ABOUT DAYS AND DATES

What day is it today?

What's today?

What's the date today?

What's today's date?

SAYING DAYS AND DATES

It's Monday.

It's the tenth.

It's December the 10th*.

It's December 10.

It's in

December.
the spring.

When's your birthday?

On

Wednesday.
the 10th of January.

Days of the Week	
Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

Months of the Year	
January	July
February	August
March	September
April	October
May	November
June	December

Seasons
spring
summer
fall/autumn
winter

ORDINAL NUMBERS

Ordinal numbers are used when **saying** the date. Note they are not always written.

1st first	8th eighth	15th fifteenth	22nd twenty-second
2nd second	9th ninth	16th sixteenth	23rd twenty-third
3rd third	10th tenth	17th seventeenth	24th twenty-fourth
4th fourth	11th eleventh	18th eighteenth	25th twenty-fifth
5th fifth	12th twelfth	19th nineteenth	...
6th sixth	13th thirteenth	20th twentieth	30th thirtieth
7th seventh	14th fourteenth	21st twenty-first	31st thirty-first

* Note the letters after the number change with the value of the number - **1st, 2nd, 3rd, 4th**, etc.

PRACTICE

PRACTICE 1

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=1 WRITE/SPEAK

SB p. 69

To practise asking about dates and responding.

A. Complete the conversations.

**Suggested
KEY**

1. A: What day is it today?
 B: It's Monday.

2. A: Is the meeting next Tuesday?
 B: No, it's next Thursday.

3. A: When's Carol's birthday?
 B: It's July 1.

4. A: Is today Thursday?
 B: No, today's Wednesday.

5. A: What's the date?
B: It's September 20.

6. A: When's Thanksgiving?
B: It's October the 8th.

7. A: Is today the 14th?
B: No it's the 17th.

8. A: What's the date today?
B: It's the 6th.

To the teacher

SB p. 70

- 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.
- 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 with the Ss and play Number 1 on the tape or CD-ROM to do an example.
 2) Play the tape or CD-ROM stopping it after each number. Have the SS do the modified Cloze.
 3) Correct with the Ss.

P=2= LISTEN/WRITE/SPEAK

SB p. 70



- A. You will hear different people talking about dates. Listen to the conversations and fill in the blanks.

Script

KEY

1. A: Can you come on November 23 ?
 B: Yes, I can. The 23rd is fine.
2. A: Make your cheque out to L.J. Goldberg.
 B: O.K. Can I postdate it to June 1 ?
3. A: Is he coming next week?
 B: No. He's coming on August 15 ?
4. Good morning. This is the eight o'clock news for
Wednesday, July 3.
5. A: When's your Christmas party at work?
 B: It's on the 13th, but I don't know if I'm going.
6. A: Do you go back to work at the end of the month?
 B: No, I'm going back February 5.

7. A: I'd like to register for an accounting course.

B: I'm sorry, but the last day for registration was
September the 22nd.

8. A: Congratulations, Maggie. I hear you got a promotion.

B: Oh, thanks, Victor.

A: When do you start your new job?

B: May 26.

To the teacher

B. 1) Divide the Ss into pairs.

2) Have the pairs of Ss read the conversations aloud.

SB p. 71

B. Work with a partner.

Practise the conversations with your partner.

PRACTISE 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 role plays.
- 5) To check their information, Have S1 and S2 compare sheets.

P=3= LISTEN/WRITE/SPEAK

SB p. 72

You will role play situations in which one person asks about dates and the other responds.

Roles: S1 - p. 72

S2 - p. 74

S1

- A. Ask your partner about some dates using the cues below. Write the dates in the spaces provided. **You begin.**

Cues	Dates
1. what/the date today?	— — — — (will vary)
2. today S M T W Th F S ?	<i>Wednesday</i>
3. John's birthday . . . 01/29?	<i>January 22*</i> (twenty-second*)
4. when/the conference?	<i>April 12* - 15*</i>
5. payday Thursday this week?	<i>Wednesday</i>
6. when/the annual meeting?	<i>May 13*</i>
7. what day/your interview?	<i>Friday</i>
8. when/the staff party?	<i>February 19*</i>

* Remind Ss to pronounce the dates as ordinal numbers even though the written forms look like cardinal numbers.

- B. Give your partner the dates he/she asks about, using the cues below.
Your partner begins.

Cues	
1. staff meeting:	S <u>M</u> T W Th F S
2. last day of the fiscal year:	03/31
3. Halloween:	S M <u>T</u> W Th F S
4. — — —	_____
5. Easter:	04/05
6. training session:	10/23 - 10/25
7. union meeting:	S M <u>T</u> W Th F S
8. Susan and Bob's wedding anniversary:	06/23

S2

- A. Give your partner the dates he/she asks about, using the cues below.
Your partner begins.

Cues	
1.	— — — — _____
2. today:	S M T W <u>Th</u> F S
3. John's birthday:	01/22
4. conference:	04/12 - 04/15
5. payday:	S M T <u>W</u> Th F S
6. annual meeting:	05/13
7. interview:	S M T W Th <u>F</u> S
8. staff party:	02/19

B. Ask your partner about some dates using the cues below. Write the dates in the spaces provided. **You begin**

Cues		Dates
1. when/the staff meeting?	KEY	<u>Monday</u>
2. when/the last day of the fiscal year?		<u>March 31* (thirty-first*)</u>
3. Halloween ... S M T W Th <u>F</u> S ?		<u>Friday</u>
4. what day/today?		<u>— — — —</u>
5. Easter ... 04/11 this year?		<u>April 5*</u>
6. when/the training session?		<u>October 23* - 25*</u>
7. the union meeting ... S M <u>T</u> W Th F S		<u>Tuesday</u>
8. Susan and Bob's wedding anniversary ... 06/25?		<u>June 23*</u>

* Remind Ss to pronounce the dates as ordinal numbers even though the written forms look like cardinal numbers.

UNIT 21

FINDING THE OWNER

PRESENTATION

To lead into the topic of finding the owner

Face-to-face

- 1) Ask the Ss some questions, for example:

When you find things that don't belong to you, what do you do with them?

Have you found anything recently?

Did you try to find the owner?

To introduce the language for asking whose it is

Tape/CD

- 2) Inform the Ss that they will listen to some conversations in which people ask who something belongs to. See script p. 106.

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

Go over the question with the Ss.

Suggested
KEY

Conversation	What item are the speakers talking about?
1	<i>calculator</i>
2	<i>file</i>
3	<i>purse</i>
4	<i>car</i>
5	<i>seat</i>
6	<i>coffee cup</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.

To focus on the exponents for asking whose it is

Text

- 5) Have the Ss turn to SB p. 77 and look at the conversations they have just heard. See below.

- 6) For each conversation:

Have the Ss try to identify the exponent for asking whose it is.
See KEY. Ss underline the exponent in their SBs.

Script

1

Asking Whose It Is

SB p. 77

CONVERSATION 1

KEY

- A: I found this calculator on my desk. Is it yours ?
B: No, it's not mine. It looks like Patrick's.

CONVERSATION 2

- A: Do you know whose file this is ? It's marked "Budget".
B: I think it's Wendy's. She's working on the budget.

CONVERSATION 3

- A: Does this purse belong to you ? It was in the conference room.
B: Yes, It's mine. Thank you very much.

CONVERSATION 4

- A: Do you know who that car belongs to ? It's blocking our driveway.
B: No. I don't. Maybe it's somebody visiting the neighbours.

CONVERSATION 5

- A: Is this your seat ?
B: No. I'm sitting over there.

CONVERSATION 6

- A: Whose coffee cup is this ? I found it beside the fax machine.
B: I think it belongs to Melvin.

To focus on possessive pronouns
--

Text \

- 7) Have the Ss turn to SB p.78 and look at other conversations in which people ask who something belongs to.
See p. 108.
- 8) For each number:
- Have the Ss supply an appropriate pronoun.
See KEY.
 - The Ss can refer to the list on the side if necessary.
 - Have the Ss write the pronoun in the space provided.
- Explain the use of possessive pronouns. See STUDY p. 111.

Possessive Pronouns

SB p. 78
KEY

1. A: Do you know whose papers those are?
B: No, but I think I saw Judy in here before lunch.
Maybe they're hers.
2. A: Is this the Johnson's car?
B: No, theirs is parked in front of the drugstore.
3. A: Whose scarf is this, yours or Ken's?
B: It's not mine. Maybe it's Ken's.
4. A: Does this gym bag belong to Bob?
B: I don't think so. His is red. **mine**
5. A: Are these your gloves? **yours**
B: No, mine are brown. Those look like Frank's. **hers**
6. A: Whose key case is this?
B: Ann has one like that. Maybe it's hers. **his**
7. A: Do these file cards belong to you or Ted? **ours**
B: Let's see. Well, they're not mine. But I
don't think they're Ted's either. **theirs**
8. A: Do you know whose umbrella this is?
B: I think it belongs to Gordon. He was looking
for his this morning.
9. A: Is that the Wilsons' ladder?
B: No, this one is ours. Theirs is aluminium.
10. A: Are these your coats?
B: No, they aren't. We left ours in Penny's office.

To have the Ss try the language for finding the owner

- 9) Have the Ss turn to SB p.79. See below.
- 10) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play.

3

Finding the Owner

SB p. 79

Roles: S1 - Ask who the items belong to, using the picture cues in the first column.

S2 - Respond using the cues in the second column.

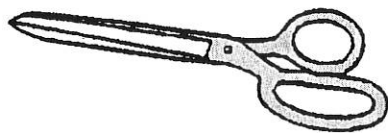
Switch roles and repeat the role plays.

Cues

S1

S2

1.



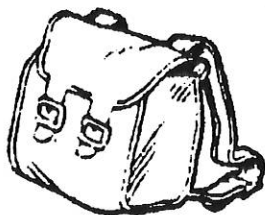
1. mine

2.



2. Chuck

3.



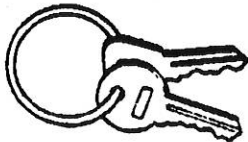
3. Susie

4.



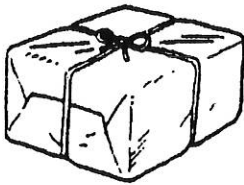
4. man in the grey suit

5.



5. Shirley

6.



6. woman over there

7.



7. don't know

8.



8. Ross

9.



9. Paul

10.



10. mine

STUDY

SB p. 81

ASKING WHOSE IT IS

I found **this** calculator on my desk.

Do you know **who it belongs to?**
whose it is ?

Whose calculator is this?

Is this Brent's calculator?

Is this (calculator) yours?

Does this (calculator) **belong to** you?

RESPONDING

Yes, it's Patrick's.

No, I don't.

I think it belongs to Jane.

I think it's
It looks like
It could be

Gordon's.

Ask Marilyn. Maybe it's hers.

Yes it is.

No, it isn't (mine).

Yes, it does.

No, it doesn't.

Possessive Pronouns	
Singular	Plural
mine	ours
yours	yours
his/hers	theirs

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.

P1 LISTEN/WRITE/SPEAK

SB p. 83



To practise the language for trying to find the owner.

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

KEY

What did Speaker 1 find?
1. <i>manuals</i>
2. <i>watch</i>
3. <i>briefcase</i>
4. <i>scarf</i>
5. <i>glasses</i>
6. <i>notepad</i>
7. <i>keys</i>
8. <i>dictionary</i>
9. <i>scissors</i>
10. <i>address book</i>

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. 84

Script

- KEY**
1. A: Do these manuals belong to you, Jim?
B: No, they don't, Louise. Just leave them there.
2. A: Hey, Marie is this your watch on the counter?
B: Yeah. I guess I left it there this morning. Thanks a lot.
3. A: Does anyone know whose briefcase this is?
B: It looks like David's.
4. A: Whose scarf is that over by the phone?
B: I don't know. It's not mine.
5. A: Do you know who these glasses belong to?
B: Yeah, they're mine. Where were they?
6. A: Helen, I found this notepad in the conference room.
Is it yours ?
B: Oh, is that where I left it? Thanks, Edward.
7. A: Whose keys are these, George?
B: They're Michaels. He forgot them here last night.
8. A: Is this Carl's dictionary?
B: No, it's mine. Carl's is on the shelf over there.

9. A: Are these scissors yours?
B: No mine are on my desk. Maybe they're Rita's.
10. A: Do you know who this address book belongs to ?
I found it in the lounge.
B: I think it's Lucy's. She has one like that.

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.

PRACTICE 2

To the teacher

- A. 1) Divide the Ss into pairs and assign roles: S1 and S2.
2) Go over the instructions and do an example with the Ss.
3) Have the Ss do Part A.

P2

WRITE/SPEAK Work with a partner.

SB p. 85

To practise the language for finding the owner and responding.

A. Read the situations and write what you might say.

Suggested KEY

	Situation	Ask someone	Respond	Cues
1.	You found a pair of Sunglasses. You think they belong to Wayne.	<u>Are these Wayne's sunglasses?</u> _____	<u>Yes, they are.</u> _____	yes
2.	You found a notebook. You're looking for the owner.	<u>Do you know whose notebook this is?</u> _____	<u>No, sorry. I don't.</u> _____	no
3.	You found a wallet. You think it belongs to Jeff.	<u>Is this Jeff's wallet?</u> _____	<u>No, it's mine.</u> _____	no/mine
4.	You see some magazines in the lunch room. You're looking for the owner.	<u>Do you know who these magazines belong to?</u> _____	<u>Yeah. They're Mrs. Harvey's.</u> _____	yes/Mrs. Harvey's
5.	You found a bankbook on your filing cabinet. You're looking for the owner.	<u>Do you know whose bankbook this is?</u> _____	<u>It's not mine. Maybe it's Shirley's.</u> _____	maybe Shirley's

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. 86

- B. Work with a partner.
Practise your corrected conversations and those of your partner.

PRACTICE 3 FINDING THE OWNER

To the teacher

- 1) Have each S put two or three personal items into a bag or box, for example: pen, watch, keys, ... Ss should not see what their classmates put into the bag.
- 2) Redistribute the items among the Ss, making sure no S receives any of his/her own items.
- 3) Have the Ss find the owner for each item by going around the class and questioning one another.

P=3=

SB p. 86

Finding the Owner

Your teacher will explain how to do this activity.

UNIT 22

ASKING FOR THINGS

PRESENTATION

PART I

ASKING SOMEONE FOR SOMETHING

To focus on the exponents for asking someone for something

Situation \

- 1) Present the SITUATION to the Ss:

You need a stamp. You think (name of a S) has some.

- 2) Elicit the exponents by asking the Ss, for example:

What might you say to ask (name of S) for a stamp?

Write the exponents on the BB. See STUDY p. 127.

PART II RESPONDING

To introduce the language for responding

Tape/CD \

- 1) Inform the Ss that they will listen to some conversations in which people ask for things and respond. See script below.

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

Go over the chart with the Ss.

KEY

What does Speaker 1 want?	Does Speaker 2 have any?	
	Yes	No
1. aspirins	✓	
2. staples		✓
3. tape	✓	
4. a big envelope		✓
5. matches		✓

- 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

Modified Cloze

1

Responding

SB p. 87

CONVERSATION 1

A: Do you have any aspirins?

B: Yes, I do. Here you go.

KEY

CONVERSATION 2

A: Got any staples?

B: No, sorry.

CONVERSATION 3

A: Hey, Wanda, do you have any tape?

B: Sure. I have some in my desk drawer.

CONVERSATION 4

A: Have you got a big envelope?

B: No, I don't, but I think Sandra has some.

CONVERSATION 5

A: Brian, got any matches?

B: I don't have any matches but I have a lighter.

To focus on the exponents for responding

Text \

Tape/CD \

- 4) Have the Ss turn to SB p. 87 and look at the conversations they have just heard. See p. 120.

- 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.

PART III
ASKING IF THERE IS ANY AND RESPONDING

To introduce the language for asking if there is any and responding

Situation \

- 1) Present the SITUATION to the Ss:

Members of the office staff are looking for some items in the coffee room.

Tape/CD \

- 2) Inform the Ss that they will hear some of the conversations in the coffee room. See script p. 123

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

Go over the chart with the SS.

KEY

What does Speaker 1 want?	Is/Are there any?		
	Yes	Where?	No
1. <i>cream</i>	✓	<i>in the fridge</i>	
2. <i>a clean spoon</i>	✓	<i>on the table</i>	
3. <i>napkins</i>	✓	<i>beside the coffee pot</i>	
4. <i>sugar</i>			✓
5. <i>milk</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

2

SB p. 88

KEY Asking if There Is Any

Responding

- | | |
|--|--|
| 1. <u>Have we got</u> any cream? | Yes, <u>there's some</u> in the fridge. |
| 2. <u>Is there</u> a clean spoon
around here? | Sure, I think <u>there's one</u> on the table. |
| 3. <u>Are there</u> any napkins? | Yes, <u>there are some</u> beside the
coffee pot. |
| 4. <u>Do we have</u> any sugar? | No sorry. <u>There isn't any.</u> |
| 5. <u>Is there</u> any milk? | Sorry, <u>there's none left.</u> |

To focus on the exponents for asking if there is any

Text

- 5) Have the Ss turn to SB p. 88 and look at the questions in the exchanges they have just heard. See above.

Tape/CD

- 6) Have the Ss do the modified cloze:

Play the tape or CD-ROM again. Have the Ss complete only the questions as they listen.

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

Text \

Tape/CD \

To focus on the exponents for responding

7) Have the Ss look at the responses. See script, second column.

8) Have the Ss do the modified cloze:

Play the tape or CD-ROM again. Have the Ss complete only the responses as they listen.

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

To focus on

- **countable and uncountable nouns**
- **"some" and "any" versus "a" and "an"**

9) Explain the difference between countable and uncountable nouns. See STUDY p. 128.

10) Explain **some** and **any**, **a** and **an**. See STUDY p. 128.

11) Have the Ss turn to SB p. 89. See p. 125.

12) For each number:

Have the Ss try to complete the sentence using the words on the side. See KEY. Have the Ss write the word(s) in the space(s) provided.

Text \

3

Some and Any—A and An

SB p. 89

1. I'm sorry, I don't have any lined paper. Ask Stephen.
maybe he has some.
2. Is there a flashlight around here?
I need to go into the attic.
3. This thing broke again. Have you got any glue?
4. Do you have a ruler? I think Donald
borrowed mine.
5. Here's the tape recorder. There're* some blank
cassettes over there on the table. **some**
6. Excuse me, Caroline, are there any time sheets left? **any**
7. Do you have an extra pen? I left mine in my office. **a**
8. There're some new labels in the drawer. Help yourself. **an**
9. We don't have any lemons, do we? I need some
for the salad dressing.
10. Get yourself a drink. There's some beer
and soft drinks in the fridge.

* **There're** is sometimes said. Do not use it when writing notes, memos, letters, etc.; use **there are**.

To have the Ss try the language for asking for things

- 13) Have the Ss turn to SB p. 90. See below.
- 14) Divide the Ss into pairs and assign roles: S1 and S2.
Have the Ss role play.

4

Asking if There Is Any and Responding

SB p. 90

Roles: S1 - Ask for things, using the cues in the first column.

S2 - Respond using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1

1. we/have/blank tapes?
2. you/got/change for a dollar?
3. there/mail today?
4. you/have/envelope?
5. we/got/masking tape?
6. there/glue?
7. you/got/stamps?
8. we/have/paper clips?
9. there/writing pads?
10. you/have/scissors?

S2

1. sorry/none left
2. don't think so
3. yes/on the filing cabinet
4. yes/on my desk
5. sorry/not have any
6. yes/on the shelf
7. no/but John
8. yes/in the top drawer
9. no/no more
10. yes/in my desk drawer

STUDY

SB p. 91

ASKING SOMEONE FOR SOMETHING

Do you have a stamp / an envelope?

(Have you) got any aspirins?

RESPONDING

Yes, I do.

Sure. Here you go.

Yes. Here you are.

No, I don't, but

maybe I think

 Jan does

I don't have any aspirins, but I have some cold tablets.

ASKING IF THERE IS ANY

Do we have
Have we got

any cream?

RESPONDING

No, we don't have any (more).

No, I don't think so.

Is there ... ?	There's ...*
Are there ... ?	There're ...**

Is there a clean spoon around here?

Yes, there's one on the table.

Is there any sugar?

Yes, there's some on the counter.

No, there isn't any (left).

Sorry, there're none left.

Are there any napkins?

Yes, there're some beside the coffee pot.

No, there aren't any (more).

***There's** is sometimes used with plural nouns in spoken English. It is considered to be sub-standard.

I think **there's** some clean **glasses** in the cupboard.

****There're** is sometimes spoken in informal situations but is generally not used when writing. Use **there are**.

Countable and Uncountable Nouns	
<p>Countable nouns can be counted and have a plural form.</p> <p>We say:</p> <p>one pencil two pencils three pencils</p> <p>a pencil (some) pencils an egg (some) eggs</p>	<p>Uncountable nouns cannot be counted and have no plural form.</p> <p>We say:</p> <p>water some water</p> <hr/> <p>Examples of uncountable nouns:</p> <p>paper ink sugar milk glue tea</p>

Some and Any--A and An	
<p>"Some" is generally used in affirmative sentences.</p> <p>There's some paper beside the photocopier.</p> <p>There are some copies in my filing cabinet.</p>	<p>"Any" is generally used in questions and negatives.</p> <p>Do you have any paper clips?</p> <p>There aren't any binders left.</p>
<p>Sometimes some and any are omitted.</p> <p>We need (some) labels for these files.</p> <p>Do you have (any) books on English pronunciation?</p>	
<p>"A" is used before singular countable nouns beginning with a consonant.</p> <p>There's a copy on the desk.</p> <p>Is there a pen and a pencil?</p>	<p>"An" is used before singular countable nouns beginning with a vowel.</p> <p>There's an envelope in the drawer.</p> <p>Isn't there an envelope and stamp?</p>

PRACTICE

PRACTICE 1

To the teacher

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

P=1 WRITE/SPEAK

SB p. 93

To practise asking for things and responding.

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

Suggested KEY

You want:	Ask:	Respond	Cues
1. labels	a member of your work group <u>Are there any labels?</u> _____ _____	<u>No, there aren't any.</u> _____ _____	no
2. an elastic band	a colleague <u>Do you have an elastic band?</u> _____ _____	<u>Yes. I have a box in my desk.</u> _____ _____	in my desk
3. ice cubes	a neighbour <u>Have you got any ice cubes?</u> _____ _____	<u>Sure I have some.</u> _____ _____	I have some

You want:	Ask:	Respond	Cues
4. glue	a colleague <u>Do you have glue?</u> _____ _____	<u>No, but I have some</u> <u>tape.</u> _____ _____	no - I have some tape
5. change for a dollar	a friend <u>Got change for a</u> <u>dollar?</u> _____	<u>No, I don't, but maybe</u> <u>John does.</u> _____	no - John
6. file cards	someone in your work area <u>Do we have any file</u> <u>cards?</u> _____	<u>Yes, there're some in</u> <u>the supply cabinet.</u> _____	in the supply cabinet
7. a lightbulb	your husband/wife <u>Have we got any</u> <u>lightbulbs?</u> _____	<u>Yes, there are some on</u> <u>the bottom shelf.</u> _____	on the bottom shelf
8. soap	your room-mate <u>Is there any soap?</u> _____	<u>Yes, there's a bar in the</u> <u>bathroom cabinet.</u> _____	in the bathroom cabinet
9. stamps	the secretary <u>Have you got any</u> <u>stamps?</u> _____	<u>No, I don't, but I think</u> <u>Elizabeth has some.</u> _____	no - Elizabeth

You want:	Ask:	Respond	Cues
10. kleenex	your friend		
	<u>Do you have any</u>	<u>Yes, I do.</u>	yes
	<u>kleenex?</u>		

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. 94

- B. Work with a partner.
Practise your corrected conversations and those of 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.
- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do the role plays.

P=2= SPEAK Work with a partner.

SB p. 95

You will role play situations in which one person asks for things and the other person responds using the pictures.

Roles: S1 - p. 95

S2 - p. 96

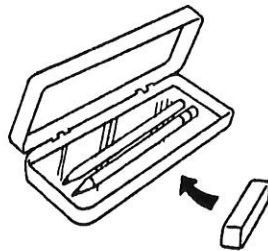
S1

A. You want the following things. Ask your partner. **You begin.**

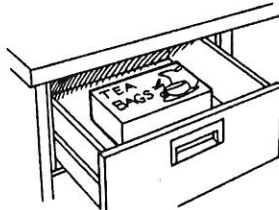
- | | |
|-------------------|----------------|
| 1. stapler | 4. tape |
| 2. staples | 5. sugar |
| 3. long envelopes | 6. cough drops |

B. Respond to your partner's questions using the pictures.
Your partner begins

1.



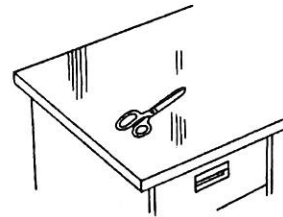
2.



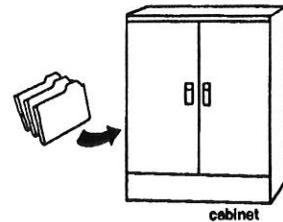
3.



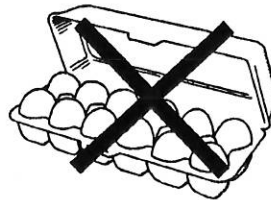
4.



5.



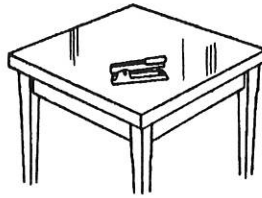
6.



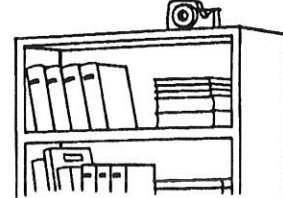
S2

A. Respond to your partner's questions using the pictures.
Your partner begins

1.



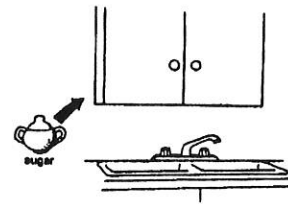
4.



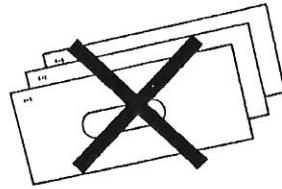
2.



5.



3.



6.



B. You want the following things. Ask your partner. **You begin.**

1. eraser

4. scissors

2. tea bags

5. file folders

3. salt

6. eggs

PRACTICE 3 JIGSAW

To the teacher

NOTE:

There are two tapes or S1 and S2 recordings on a CD-ROM 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 the CD-ROM. Inform the Ss that each tape or the CD-ROM contains information about only some of the items on the list.
- 4) Have the two groups listen to their respective tapes or CD-ROM recording and do part A.

P=3 JIGSAW

SB p. 97

In this practice, you will:

- take down some information as you listen to conversations in which different people ask a store person for supplies (Part A)
- use this information to role play (Part B)



- A. Work in a group.

Look at the list of supplies and the picture.

For each item mentioned on your tape or CD-ROM:

If the store person has the item, write the letter of the item in the appropriate location on the picture.

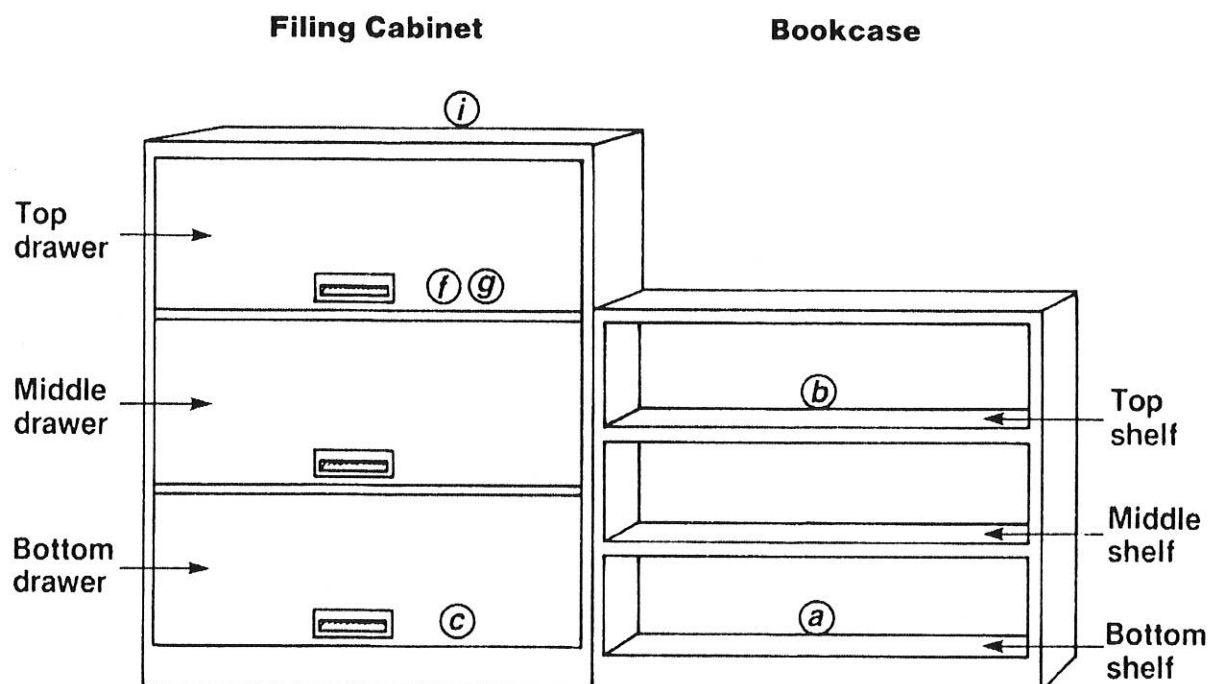
If the store person does NOT have the item, put an X beside the item on the list.

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

Circle the items in the chart that were NOT mentioned on your tape or CD-ROM. You will need this information in Part B.

KEY

Supplies			
a) address labels		f) paper clips	
b) ribbons for the printer		g) thumbtacks	
c) 3" x 5" index cards		h) elastic bands	X
d) graph paper	X	i) desk calendars	
e) big note pads	X	j) correction fluid	X



To the teacher

- B. 1) Form pairs with one S from each group and assign roles: S1 and S2.
2) Go over the instructions with the Ss.
3) Have one pair of Ss role play an example for the class.
4) Have the Ss do the role play.

SB p. 98

- B. Work with a partner.

Roles: S1 - Ask for the items that were NOT mentioned on your tape or CD-ROM. Use the information S2 gives you to finish labelling your picture.

S2 - You are the store person. Refer to your picture and list of supplies from Part A to respond to your partner.

After S1 has asked about all his/her items, switch roles and repeat the role play.

Script 1

1. A: I need some address labels. Have we got any?
B: Yes, there are some on the bottom shelf of the bookcase over there.
2. A: Is there any graph paper?
B: No, there's none left. I ordered some this morning.
3. A: Where are the large paper clips?
B: In the first drawer of the filing cabinet. Help yourself.
A: O.K. Thanks. And how about thumbtacks? I need some for the bulletin board.
B: In the same drawer. Right beside the paper clips.
4. A: Say, do we have any big elastic bands?
B: No, we don't. Sorry.

Script 2

1. A: Where do you keep the ribbons for the printer?
B: On the top shelf of the bookcase over there.

2. A: Do you have any desk calendars left?
B: Yes, there're some right on top of the filing cabinet.
A: Thanks. Oh, and do you have any correction fluid? Mine's finished.
B: No, I don't. I just gave the last bottle to Maureen.

3. A: Listen, have you got any three by five-inch index cards?
B: Sure. There's a package in the bottom drawer of the cabinet.

4. A: Are there any big note pads?
B: No, sorry. We had lots last week but there aren't any left. I'll get some more.

UNIT 23

FUTURE PLANS

PRESENTATION

PART I TALKING ABOUT FUTURE PLANS

To focus on "going to" and the present continuous

Face-to-face

- 1) Set up two columns on the BB, one for the **going to** form and another for the **present continuous** form of the future. See below.
- 2) Ask the Ss about their plans for the weekend. Vary your questions, for example:
Do you have any plans for the weekend?
What are you going to do on the weekend?
What are you doing this week-end?
- 3) Write each S's activity on the BB twice, once in each column.

Going To

e.g. I'm going to watch the hockey game.
I'm going to paint my kitchen.
I'm going to go skating.

Present Continuous

I'm watching the hockey game.
I'm painting my kitchen.
I'm going skating.

Explain the use of **going to** and the present continuous to express the future.
See STUDY p. 143.

PART II ASKING ABOUT FUTURE PLANS

To introduce the language for asking about future plans

Tape/CD

- 1) Inform the Ss that they will listen to some conversations in which people talk about future plans. 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.

KEY

Conversation	What are the people going to do?
1	<i>meet a friend downtown</i>
2	<i>go to a movie</i>
3	<i>stay home and work around the house</i>
4	<i>see a play / have visitors</i>
5	<i>relax and catch up on some reading</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

Asking About Future Plans

1

SB p. 99

CONVERSATION 1

A: What are you doing (after work?)

B: I'm meeting a friend downtown.

KEY

CONVERSATION 2

A: Have you got any plans for (tomorrow night?)

B: Yeah. I'm going to a movie with my cousin, Jerry.

CONVERSATION 3

A: So what are you going to do (tonight?)

B: Tonight? I'm going to stay home and work around the house.

CONVERSATION 4

A: Do you have any plans for (next weekend?)

B: Oh yes, we're going to be really busy. On Saturday, we're going to see a play at the Globe Theatre and on Sunday, we're having visitors.

CONVERSATION 5

A: Got any plans for (this evening?)

B: No, not really. I'm just going to relax and catch up on some reading.

To focus on:

- **exponents for asking about future plans**
- **future time expressions**

Text \

4) Have the Ss turn to SB p. 99 and look at the conversations they have just heard. See p. 140.

5) For each conversation:

Have the Ss try to identify the exponent for asking about future plans. See KEY. Have the Ss underline the exponent in their SBs.

Have the Ss circle the future time expression in the question. See KEY.

To have the Ss try asking about future plans and responding

- 6) Have the Ss turn to SB p. 100. See below.
- 7) Divide the Ss into pairs and assign roles: S1 and S2.
Have the Ss role play.

2

SB p. 100

Asking About Future Plans and Responding

Roles: S1 - Ask about your partner's plans using the cues in the first column.

S2 - Respond using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1

1. after class?
2. Saturday night?
3. tomorrow morning?
4. tonight?
5. this afternoon?
6. tomorrow night?
7. on the weekend?
8. next week?

S2

1. see a movie
2. go to a concert
3. wash the car
4. watch TV
5. write a letter
6. stay home
7. drive to the country
8. take the week off

STUDY

SB p. 101

Some Ways to Express the Future	
<p style="text-align: center;">Going To*</p> <div style="display: flex; align-items: center;"> <div style="border-right: 1px solid black; padding-right: 10px; margin-right: 10px;"> <p>I'm You're He/She's</p> <p>We're You're They're</p> </div> <div> <p>going to work overtime this evening.</p> </div> </div> <p>When going to is used to express the future, it is often pronounced gonna*.</p> <p>He's gonna call you tonight around eight o'clock.</p>	
<p style="text-align: center;">Present Continuous Tense</p> <p>The present continuous (be + V-ing) is often used to express the future:</p> <ul style="list-style-type: none"> when there is a future time expression <p>I'm working tonight. They're having a meeting tomorrow. I'm doing my income tax this weekend.</p> with verbs of movement such as come, go, arrive and leave <p>He's coming to town. They're going to a conference.</p> 	

* Pronounce **going to** as **gonna** only in informal situations. **Gonna** is never used in memos, letters or other official office documents. Sometimes you will see **gonna** used in the comics in the newspaper.

ASKING ABOUT FUTURE PLANS

What are you | **doing**
going to do | tonight?

Do you have | **any plans** for the weekend?
(Have you) got

Future Time Expressions			
tonight		next	week month year spring, summer,... Monday, Tuesday,...
tomorrow			
tomorrow	morning afternoon evening night	after	work lunch supper the party the meeting

PRACTICE

PRACTICE 1

To the teacher

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

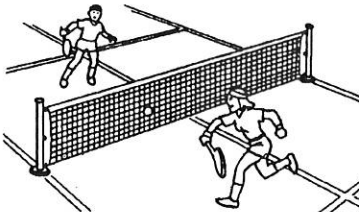
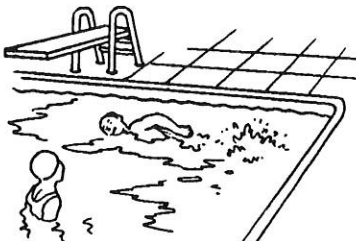
P=1

WRITE/SPEAK

SB p. 103

- A. For each number:
Complete the question.
Then respond using the picture cue provided.

Suggested KEY

	Ask about future plans	Respond	Cues
1.	<p><u>What are you</u> <u>doing on</u> Sunday?</p>	<p>I <u>'m playing tennis with</u> <u>a friend.</u></p>	
2.	<p><u>What are you doing</u> <u>next Tuesday night?</u></p>	<p>We <u>'re going swimming</u> <u>at the pool.</u></p>	

Ask about future plans

Respond

Cues

3.

Have you got any plans
for _____ tonight?

Yes, we 're going to see
a movie.



4.

What are you doing
_____ this evening?

I 'm going out to dinner
with a friend.



5.

What are you going to do
on _____ the weekend?

We 're going to the
racetrack.



6.

Do you have any plans
for _____ Saturday?

Yes, I 'm working in my
garden.




7.

Got any plans
for _____ Sunday morning?

Yes, I 'm going to the
Laundromat.



	Ask about future plans	Respond	Cues
8.	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content;"><p><u>Got any plans for</u> <u> </u> the long weekend?</p></div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content;"><p>No, I <u>'m just going to</u> <u>catch up on my sleep.</u></p></div>	

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. 104

- B. Work with a partner.
Practise your corrected conversations and those of 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.
- 3) Have one pair of Ss do an example for the class.
Encourage the Ss to exploit the situations as much as possible.
- 4) Have the Ss do the role plays.

P=2=

SB p. 105

SPEAK Work with a partner.
To practise talking about future plans.

Roles: S1 - p. 105

S2 - p. 106

S1

A. For each number:

Find out as much as you can about your partner's plans. Begin by asking a question using the cue provided.

Cues

1. doing next Sunday?
2. going out of town next weekend?
3. plans for tonight?
4. going to play bridge Thursday evening?
5. plans for Saturday night?

B. Tell your partner as much as you can about your plans. Refer to the cues provided below. **Your partner begins.**

Cues	
1. this evening	watch program on TV
2. Monday	attend training session
3. Saturday night	play cards with neighbour
4. next weekend	go to cottage in the country
5. tomorrow afternoon	work with Bill

S2

- A. Tell your partner as much as you can about your plans. Refer to the cues provided below. **Your partner begins.**

Cues	
1. next Sunday	go to the car show
2. next weekend	help the neighbour move
3. tonight	visit friend in the hospital
4. Thursday evening	go to concert
5. Saturday night	go to hockey game

- B. For each number:

Find out as much as you can about your partner's plans. Begin by asking a question using the cue provided.

Cues

1. plans for this evening?
2. going to the meeting Monday morning?
3. going to do this Saturday night?
4. staying home next weekend?
5. doing tomorrow afternoon?

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= SPEAK Work with a partner.

SB p. 107

You and your partner will take turns talking about your future plans.

For each number:

S1 - Find out as much as possible about your partner's future plans.

Begin by asking a question using the cues provided.

S2 - Tell your partner as much as possible about your plans. **Your partner begins.**

Cues for S1

1. any plans/weekend?
2. what/do/after work?
3. busy/tomorrow afternoon?
4. take holiday/this winter?
5. go to bed early/tonight?

Switch roles

6. free/Wednesday morning?
7. go out/Saturday night?
8. what/do/tomorrow for lunch?
9. any plans/your vacation?
10. stay home/Sunday evening?

UNIT 24

TALKING ABOUT THE WEATHER

PRESENTATION

PART I TALKING ABOUT THE TEMPERATURE

To lead into the topic of temperature

Illustration

- 1) Have the Ss turn to SB p. 109 and look at the thermometer. See below.

Ask the Ss if they know certain temperatures, for example:

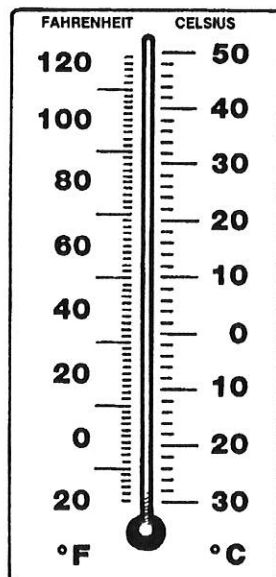
today's temperature
the temperature on a very hot day in the summer
the temperature on a very cold day in the winter
freezing point (0°C)
boiling point (100°C)
normal body temperature (37°C)
the temperature in this room

You can also discuss some of the temperatures in Fahrenheit.

THE THERMOMETER

1

SB p. 109



To focus on saying what the temperature is

Text

2) Have the Ss turn to SB p. 109. See below.

3) For each number:

Have the Ss try to say the temperature. Write the correct response on the BB. See KEY. Ss write it in the space provided.

2

SAYING WHAT THE TEMPERATURE IS

SB p. 109

What's the temperature?

**Suggested
KEY**

1. 35°C It's 35 degrees Celsius.
2. 25°C It's 25 degrees.
3. 5°C It's plus 5 centigrade.
4. -10°C It's minus 10.
5. -20°C It's 20 below zero.

To focus on vocabulary for describing the weather

Text

- 4) Have the Ss turn to SB p. 110. See below.
- 5) Go over the chart and the temperature scale with the Ss.

For each number:

Have the Ss read the date and the temperature and try to give an appropriate adjective to describe the weather. See KEY. Ss write the word in the space provided.

- 6) Note that 10°C would be considered warm in January but chilly in August for most Canadians. Americans from the south would most likely consider 10°C cold almost any time. You could ask Ss what they consider as hot, cold, warm, etc., for them.

3

SB p. 110

**Suggested
KEY**

Date	Temperature	Weather	
1. Jan. 17th	-20°C	It's <u>cold.</u>	HOT
2. Mar. 1st	5°C	It's <u>chilly.</u>	WARM
3. June 5th	20°C	It's <u>mild.</u>	MILD
4. July 29th	35°C	It's <u>hot.</u>	COOL
5. Aug. 22nd	25°C	It's <u>warm</u>	CHILLY
6. Oct. 3rd	10°C	It's <u>cool.</u>	COLD
7. Feb. 13th	-30	It's <u>frigid.</u>	FRIGID

To focus on more vocabulary for describing the weather

Illustration

- 7) Have the Ss turn to SB p. 110. See p. 154.
- 8) For each picture:

Have the Ss try to describe the weather referring them to the list on the side if necessary. See KEY. Ss write the description under the picture.

DESCRIBING THE WEATHER

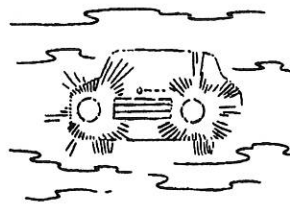
SB p. 110

KEY

1.

It's clouding over.

2.

It's foggy.

sunny

cloudy

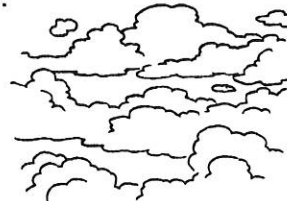
windy

foggy

3.

It's raining.

4.

It's cloudy.

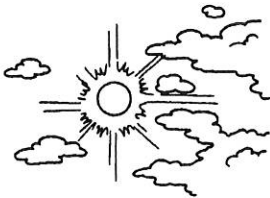
snowing

raining

clearing up

clouding over

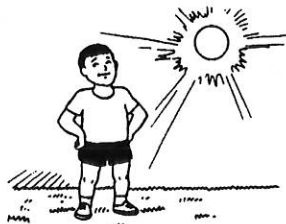
5.

It's clearing up.

6.

It's snowing.

7.

It's sunny.

8.

It's windy.

PART II

ASKING ABOUT THE WEATHER

To introduce the language for asking about the weather

Tape/CD \

- 1) Have the Ss turn to SB p. 111. See below.
 Inform the Ss that they will listen to some conversations in which people talk about the weather. See script p. 156.
 Go over the chart with the students.
- 2) Play the tape or CD-ROM. Have the Ss try to fill in the chart as they listen.
- 3) Check the information in the chart with the Ss. See KEY.

5

SB p. 111

KEY

Conversation	Description of the Weather
1	<i>really cold</i>
2	<i>just beautiful</i>
3	<i>quite cloudy</i>
4	<i>pretty warm</i>
5	<i>not cold, very windy</i>
6	<i>clearing up</i>

To focus on the exponents for asking about the weather

Tape/CD \

- 4) For each conversation:
 Play the tape or CD-ROM again. Have the Ss identify the exponent for asking about the weather. Write the exponent on the BB. See script p. 156.

CONVERSATION 1

- A: What's it like out?
B: Really cold. Look at my hands. They're blue.

CONVERSATION 2

- A: Is it nice out?
B: Yeah, it's just beautiful.

CONVERSATION 3

- A: Is it raining?
B: No, but I think it's going to. It's quite cloudy.

CONVERSATION 4

- A: What's the weather like?
B: Pretty warm. You don't need your jacket.

CONVERSATION 5

- A: How's the weather?
B: It's not cold, but it's very windy.

CONVERSATION 6

- A: Is it going to snow?
B: I don't think so. It's clearing up.

To have the Ss try talking about the weather

- 5) Have the Ss turn to SB p. 112. See below.
- 6) Divide the Ss into pairs and assign roles: S1 and S2.
Have the Ss role play.

6

SB p. 112

TALKING ABOUT THE WEATHER

Roles: S1 - Ask about the weather using the cues in the first column.

S2 - Respond using the cues in the second column.

Switch roles after Number 4.

Cues

S1

S2

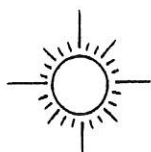
1. weather

?

1.

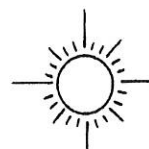


2.



?

2.



3. warm

?

3. quite cool

4.



?

4.



Cues

S1

5. foggy ?

6. weather ?

7.  ?

8. weather ?

S2

5. very foggy

6. pretty warm

7. 

8. 

STUDY

SB p. 113

TALKING ABOUT THE TEMPERATURE

It's plus 5
It's minus 10

(degrees) Celsius.

What's the temperature?
What temperature is it?

It's 15

above.
below.
(degrees) Fahrenheit.

ASKING ABOUT THE WEATHER

What's it like out?

What's the weather like?

How's the weather?

Is it cold out?

Is it going to snow?

Is it
raining?
snowing?

DESCRIBING THE WEATHER

It's

very hot.
quite warm.
pretty cool/chilly.

It's

sunny.
cloudy.
foggy.

It's

snowing.
raining.
clouding over.

Yes, it is. And it's really windy too.

I don't think so. It's clearing up.

Intensifiers		
Intensifiers are words which express degree.		
pretty quite	very really	just

PRACTICE

PRACTICE 1

To the teacher

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

P 1

SB p. 115

WRITE

For each number:

Read the situation and describe the weather.

Write your answer in the space provided.

Suggested KEY

Situation	Describe the weather
1. You're wearing your parka.	<u>It's cold.</u>
2. You don't need your sunglasses.	<u>It's cloudy.</u>
3. You need your umbrella.	<u>It's raining.</u>
4. It's a perfect day for sailing.	<u>It's windy.</u>
5. You don't need a coat.	<u>It's warm.</u>
6. You turned on the air conditioner.	<u>It's hot.</u>
7. It's a good day to get a suntan.	<u>It's sunny and warm.</u>
8. The sky's getting dark. Maybe it's going to rain.	<u>It's clouding over.</u>
9. It's an ideal day to fly a kite.	<u>It's windy.</u>
10. It's a beautiful spring day. The snow is melting.	<u>It's mild.</u>

PRACTICE 2 CROSSWORD

To the teacher

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

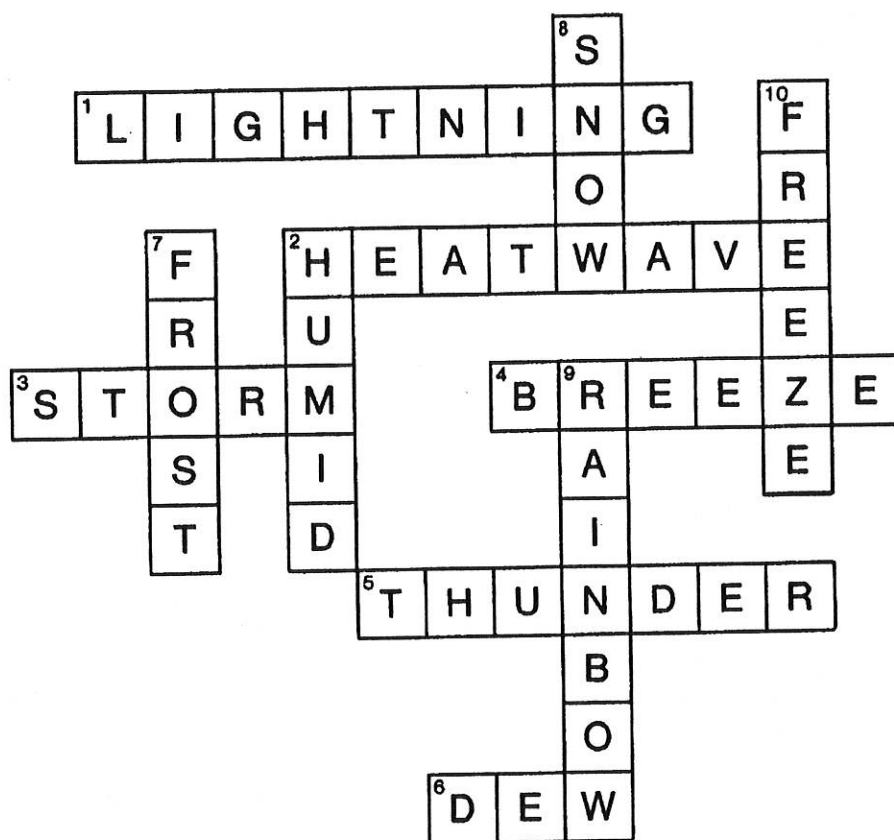
P=2==CROSSWORD PUZZLE

SB p. 116

To practise weather vocabulary.

Do the crossword puzzle. Use the words on the side to help you.

KEY



breeze
frost
lightning
thunder
rainbow
freeze
humid
dew
snow
storm
heat wave

Across

1. a flash of light during a storm
2. a period a very hot weather
3. violent weather activity
4. a gentle wind
5. a loud noise during a storm
6. water formed on objects at night

Down

2. When there is a lot of water vapour in the air, it's _____.
7. ice formed on objects at night
8. white flakes that fall from the sky
9. an arch of bright colours in the sky after rain
10. to change from water to ice at 0°C

PRACTICE 3 JIGSAW WEATHER REPORT

To the teacher

NOTE:

There are two tapes or S1 and S2 recordings on the CD-ROM 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 weather map.
- 4) Have the two groups listen to their respective tapes/CD-ROMs and fill in as much of the weather map as they can.

P=3 JIGSAW *Weather Report*

SB p. 118



A. Work in a group.

You will listen to a cross-Canada weather report for a winter day.

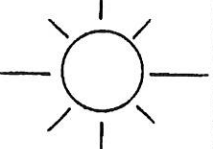




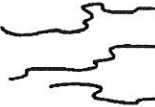



Look at the weather symbols and the map of Canada.

Then listen to the weather report.

For each city mentioned on your tape or CD-ROM:

Write the temperature beside the city on the map.

Then listen again and draw the appropriate weather symbol beside the temperature.

 sunny	 cloudy	 partly cloudy
 rain	 freezing rain	 fog
 snow	 light snow	 wet snow



To the teacher

- B. 1) Form pairs with one S from each group and assign roles: S1 and S2.
 2) Go over the instructions with the Ss.
 3) Have the Ss finish filling in their maps with the information they now have. (Information for the eight cities on the map above that have question marks after them and are not in bold is to be filled in later in part D, see p. 166, using information found in part C, see p. 165. These eight cities are not shown on the S's map.)

SB p. 119

- B. Work with a partner.

Ask your partner questions about the weather and the temperatures for the rest of the cities on your map.

Script 1

Now let's look at the weather in other parts of Canada today.

In Vancouver, the temperature went up to a nice warm 5 degrees, but it rained all day.

Light snow in Calgary and the temperature was minus 6.

Winnipeg was a chilly minus 15 degrees and cloudy.

In Ottawa, it was cold with freezing rain and a high of minus 2.

In Montréal today, it was a little colder than yesterday, minus 4 and partly cloudy.

Halifax had wet snow. Plus 2 degrees was the high there today.

Script 2

And now the summary for other parts of Canada.

Whitehorse had brilliant skies and frigid temperatures with a high of minus 20.

In Edmonton, it was a little warmer today, minus 11, and they had light snow.

In Regina, it snowed most of the day. It's their first major snowstorm of the season, and the temperature dropped to minus 13.

In Toronto, they had a sunny day, with clear skies and minus 2 degrees Celsius. Great day for skating.

Québec City had freezing rain and the temperature went down to minus 5 in the afternoon.

And it was a foggy day in St. John's, Newfoundland, with the temperature reaching 2 degrees Celsius.

To the teacher

C. 1) Form S1 and S2 pairs. Have S1s and S2s use the Internet or other sources to get the weather and temperatures for the suggested places.

2) Have the Ss fill in the locations and information on their own maps. They will share the information later in D.

SB p. 119

C. On your own.

Use the Internet or other source to get the weather and temperature for the four places not marked on your map.

S1 - Charlottetown, PE; Tuktoyaktuk, NT; Happy Valley, NF; Churchill, MB.

S2 - Fredericton, NB; Yellowknife, NT; Thunder Bay, On; Iqaluit, NT.

To the teacher

- D. 1) Form S1 and S2 pairs.
- 2) Explain the instructions to the Ss.
- 3) Have the S1s and S2s in each pair share their information re the places in C and fill in the missing information on their maps.
- 4) Have Ss check each others maps to see if they are the same. Correct as necessary.

SB p. 119

- D. Work with a partner.

Share the information you found about your four places with your partner and add it to the map. Then check to see if the information is complete and correct including the location of the places on the map.

UNIT 25

GIVING THE LOCATION

PRESENTATION

PART I GIVING THE LOCATION

To focus on vocabulary for places

Illustration 

- 1) Have the Ss turn to SB p. 120 and look at the picture. See p. 168.
- 2) Have the Ss try to name the places in the picture. Ss can refer to the words in the box. See KEY.

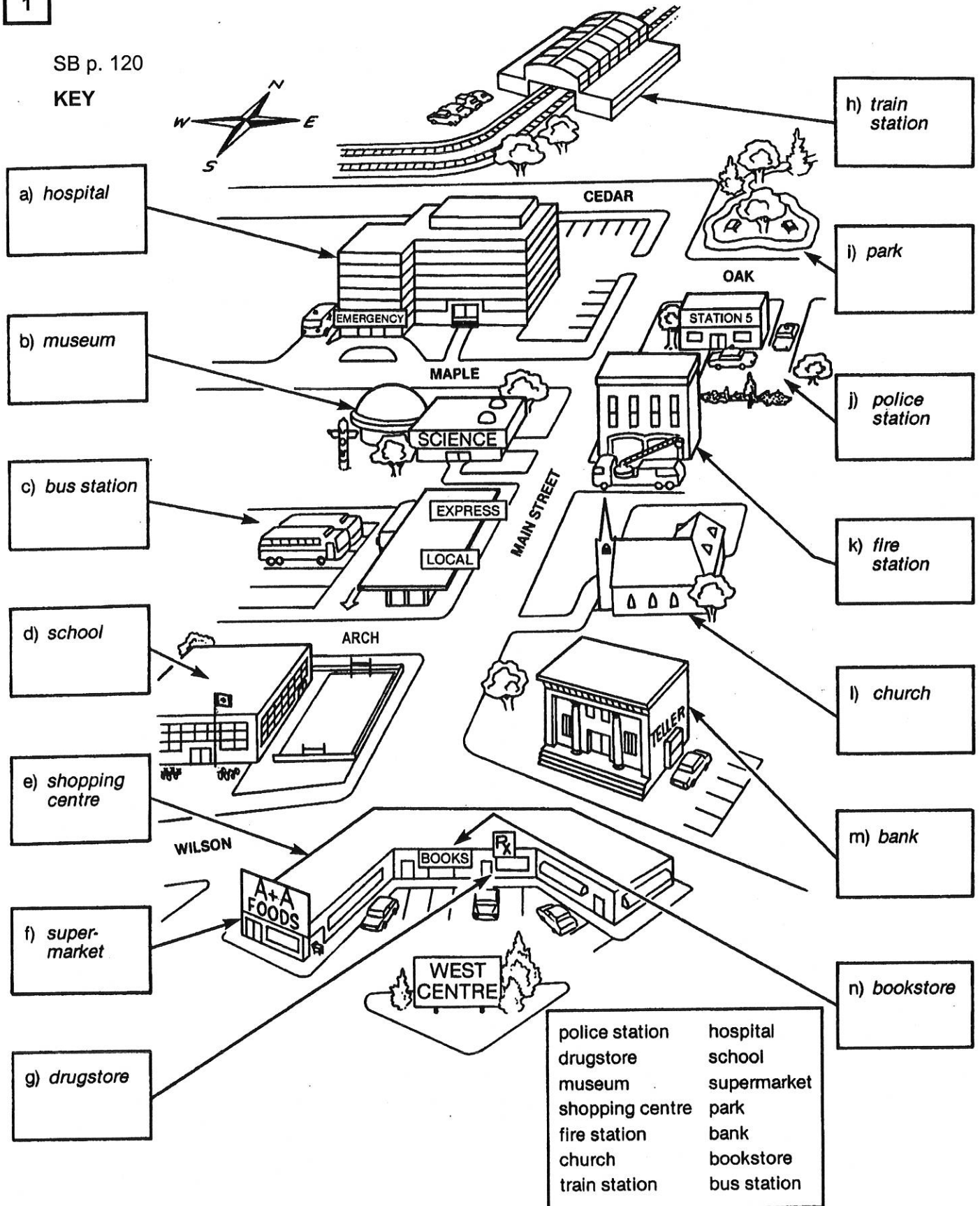
Have the Ss write the words in the spaces provided.

1

SB p. 120

KEY

Places



To focus on prepositions of place

Illustration

3) Have the Ss turn to:

SB p. 120. See p. 168.

SB p. 121. See below.

Text

4) For each number in the text:

Have the Ss supply an appropriate preposition by looking at the picture. Ss can refer to the list of prepositions on the side if necessary. See KEY.

Have the Ss write their answer in the space provided.

Explain the prepositions of place. See Study p. 173.

2

Prepositions of Place

SB p. 121

Where's....

**Suggested
KEY**

- | | | |
|------------------------|---|--------------------------------------|
| 1. the church? | It's <u>on</u> Main street. | in |
| 2. the school? | It's <u>on the corner of</u> Wilson and Main. | on |
| 3. the fire station? | It's on Main Street, <u>opposite/across from</u> the museum. | north/south/
east/west of |
| 4. the bus station? | It's on Main, <u>between</u> Arch and Maple. | between |
| 5. the museum? | It's on Main Street, <u>next to</u> the bus station. | on the
corner of |
| 6. the hospital? | It's on Maple Avenue, one block <u>south of</u> Cedar. | around the
corner from |
| 7. the police station? | It's on Oak Avenue, <u>around the corner from</u> the fire station. | across (the
street) from |
| 8. the bookstore? | It's <u>in</u> the shopping centre. | opposite |
| | | next to |

PART II
ASKING WHERE PLACES ARE

To introduce the language for asking where places are

Tape/CD \

- 1) Inform the Ss that they will listen to some conversations in which people ask where places are and respond. See script p. 171.

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

Go over the question with the Ss.

KEY

Conversation	What place are the speakers talking about?
1	<i>the train station in Toronto</i>
2	<i>Dave's Steak House</i>
3	<i>Mr. O'Brien's house</i>
4	<i>a public library</i>
5	<i>a drugstore</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

Modified Cloze

3

Asking Where Places Are

SB p. 122

CONVERSATION 1

KEY

A: Where's the train station in Toronto?

B: It's right downtown, near the waterfront.

CONVERSATION 2

A: What street is Dave's Steak House on?

B: It's on James Street, around the corner from the Royalmount Theatre.

CONVERSATION 3

A: Do you know where Mr. O'Brien lives?

B: Yeah. He lives on Kensington, north of Selby.

CONVERSATION 4

A: Is there a public library in your area ?

B: Yes, there's one just two blocks from our place.

CONVERSATION 5

A: Is there a drugstore around here ?

B: Yeah, it's right across the street from the bank.

Text

Tape/CD

To focus on the exponents for asking where places are

4) Have the Ss turn to SB p. 122 and look at the conversations they have just heard. See p. 171.

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 conversation to go over the answer with the Ss. See KEY.

To have the Ss try asking where places are and responding

6) Have the Ss turn to SB p. 122. See below.

7) Divide the Ss into pairs and assign roles: S1 and S2.
Have the Ss role play using the picture. See p. 168.

4

SB p. 122

Asking Where Places Are and Responding

See the picture on p. 120.

Roles: S1 - Ask about the location of the places listed beside the picture.

S2 - Give the location.

Switch roles after g).

STUDY

SB p. 123

Names of Places

bank	drugstore	museum	school
bookstore	fire station	park	shopping centre
bus station	hospital	police station	supermarket
church			train station

Prepositions of Place

in	on the corner of
on	around the corner from
between	across (the street) from
opposite	north/south/east/west of
near/ close to	two blocks from
next to	

ASKING WHERE PLACES ARE

RESPONDING

Where's the train station in Toronto?

It's right downtown, near the waterfront.

What street is Dave's Steak House on?

It's on James Street, around the corner from the Royalmount Theatre.

Do you know where Mr. O'Brien lives?

Yes. He lives on Kensington, north of Selby.

Is there a public library

in your area?
where you live?

Yes, there's one just two blocks from our place.

Is there a drugstore **around here?**

Yes. It's right across the street from the bank.

PRACTICE

PRACTICE 1

To the teacher

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

P=1 WRITE

SB p. 124

To practise vocabulary for places.

For each number:

Read the situation and write your answer in the space provided.

Where do you go to:

Suggested KEY

- | | |
|--------------------------|----------------------------------|
| 1. take a plane? | <u>airport</u> |
| 2. borrow books? | <u>library</u> |
| 3. look at works of art? | <u>art gallery/museum</u> |
| 4. take a train? | <u>train station</u> |
| 5. see a movie? | <u>theatre</u> |
| 6. buy medicine? | <u>drugstore/pharmacy</u> |
| 7. buy bread and pastry? | <u>bakery/pastry shop</u> |
| 8. buy tools and paint? | <u>hardware store</u> |
| 9. buy food? | <u>supermarket/grocery store</u> |
| 10. feed the pigeons? | <u>park/square</u> |
| 11. deposit money? | <u>bank</u> |
| 12. buy stamps? | <u>post office</u> |

PRACTICE 2

To the teacher

- 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

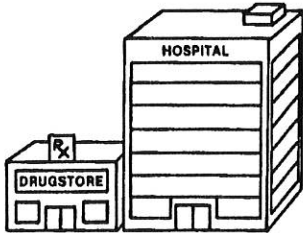
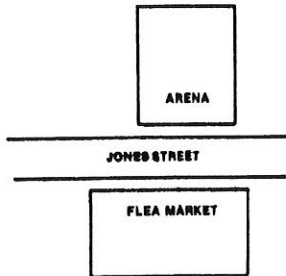
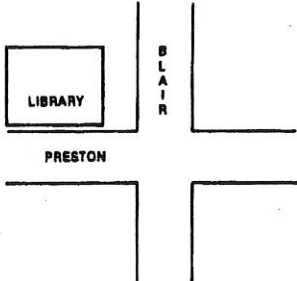
SB p. 125

A. For each number:

Complete the question.

Then respond using the picture cue provided.

**Suggested
KEY**

	Ask where the place is	Respond	Cues
1.	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 80px;"> <u>Is there a</u> drugstore around here? </div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 80px;"> <u>Yes, there's one</u> <u>beside the hospital.</u> </div>	
2.	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 80px;"> <u>Where's the</u> flea market? </div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 80px;"> <u>It's on Jones Street,</u> <u>across from the</u> <u>arena.</u> </div>	
3.	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 80px;"> What street <u>is</u> the public library <u>on</u> ? </div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 80px;"> <u>It's on Preston, near</u> <u>Blair.</u> </div>	

Ask where the place is

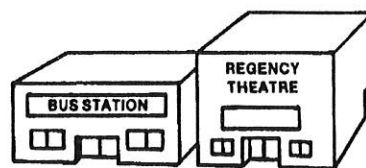
Respond

Cues

4.

Where's the
Regency Theatre?

It's right next to the
bus station.



5.

Do you know where
Mr. Robbins lives ?

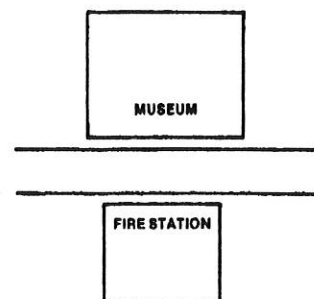
He lives in the
Madison Apartment
Building.



6.

Where's the
fire station?

It's across the street
from the museum.



7.

Is there a
Laundromat in the
area?

Yes, there's one
in the West End
Shopping Centre.



Ask where the place is

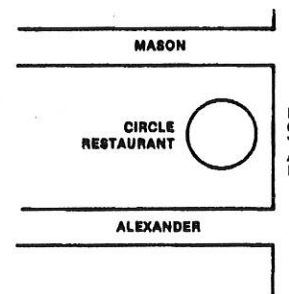
Respond

Cues

8.

What street is the
Circle Restaurant on?

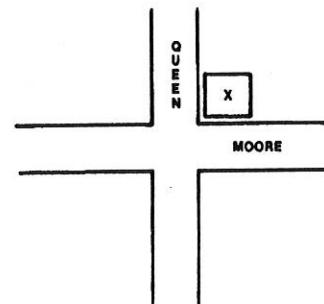
It's on Royal,
between Mason and
Alexander.



9.

Do you know
Where Sally lives ?

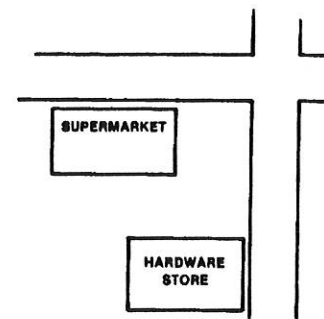
She lives on the
corner of Queen and
Moore.



10.

Is there
a hardware store near
here?

Yes, there's one
around the corner
from the supermarket.



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. 127

- B. Work with a partner.
Practise your corrected conversations and those of your partner.

To the teacher

PRACTICE 3 JIGSAW

NOTE:

There are two tapes or S1 and S2 recordings on a CD-ROM for this practice.

- A. 1) Divide the Ss into two groups: S1's and S2's.
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 label the map.
4) Have the two groups listen to their respective tapes or CD-ROMs and write their information on the map.

P=3== JIGSAW

SB p. 128

In this practice, you will:

- listen to conversations in which people talk about the location of different places, and locate them on a map (Part A)
- use this information to role play (Part B)

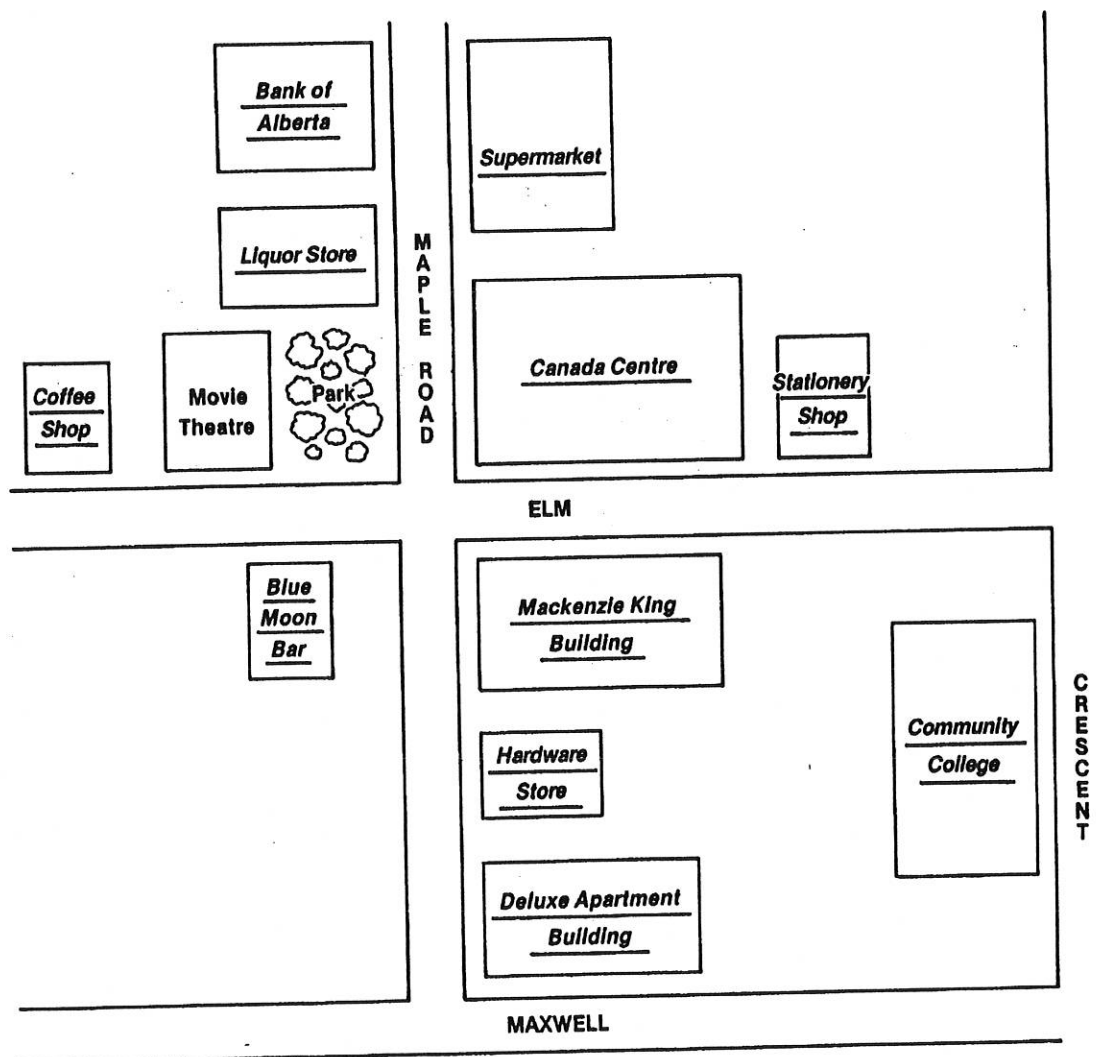


A. Work in a group.

Listen to the conversations and label as many of the places on the map as you can.

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

KEY



To the teacher

- B. 1) Form pairs with one S from each group.
2) Go over the instructions with the Ss.
3) Have one pair of Ss role play an example for the class.
4) Have the Ss do Part B.
5) To correct, have the Ss compare their maps.

SB p. 129

- B. Work with a partner.

Ask each other for the information you need to finish labelling your maps.

S1

S2

Ask your partner about the location of the following places. Label them on your map.

You begin.

Deluxe Apartment Building
Mackenzie King Building
hardware store
coffee shop
community college

Then answer your partner's questions, using the information on your map.

Your partner begins.

Answer your partner's questions, using the information on your map.

Your partner begins.

Ask your partner about the location of the following places. Label them on your map.

You begin.

stationery shop
Blue Moon Bar
Bank of Alberta
liquor store
supermarket

Script 1

1. A: It's Suite 101 in the Canada Centre.
B: Oh, where's that?
A: The Canada Centre? It's that big building right on the corner of Elm and Maple Road.
2. A: I need some envelopes. Do you have any?
B: No sorry. But there's a stationery shop on Elm Street just next to the Canada Centre.
3. A: Meet me at the Blue Moon Bar.
B: Is that the bar across from the movie theatre?
A: Yeah, that's right.
4. A: Is there a supermarket near here?
B: Yes, on Maple Road, right next to the Canada Centre.
5. A: I'm a loans officer for the Bank of Alberta.
B: Oh, which branch do you work in?
A: I'm at the branch on Maple Road right across from the National Supermarket.
6. A: Where's the nearest liquor store?
B: There's one just over there on Maple Road. Between the bank and the park.
A: Oh yeah, thanks.

Script 2

1. A: Meet us at the main entrance of the Canada Centre at 10:30.
B: OK. Is it far?
A: No, it's only two minutes away. It's that big building right on the corner of Elm and Maple Road.
2. A: Bill works in the Mackenzie King Building now.
B: Is that out in the west end?
A: No, it's on Elm, right across from the Canada Centre.

3. A: How about a coffee at the New Star coffee shop?
B: Is that near here?
A: Yeah, it's on Elm Street, right next to the movie theatre.
4. A: I'm studying at the community college.
B: Where's that?
A: On Crescent Street, between Elm and Maxwell.
5. A: I need a copy of this key. Where can I get one?
B: Do you know the Mackenzie King Building?
A: Yeah.
B: Well, there's a hardware store on Maple Road, right around the corner from there.
6. A: I live in the Deluxe Apartment Building.
B: Is that downtown?
A: Sure, it's right on the corner of Maxwell and Maple Road.

UNIT 26

SMALL TALK

PRESENTATION

To lead into the topic of small talk

Face-to-face \

- 1) Ask the Ss, for example
Do you know what small talk means?
(chit-chat or light, informal conversation)
When do you make small talk?
- 2) Then ask the Ss what things people make small talk about. Write the Ss' responses on the BB, for example:
weather
work/job
family
health
weekend

To introduce the language for making small talk

Text \

- 3) Have the Ss turn to SB p. 131. See p. 186
- 4) For each group of openers:
Have the Ss read the openers and decide on what the topic is.
See KEY.
Have the Ss write the topic in the box.
Go over the openers with the Ss.

To focus on the exponents for making small talk

Tape/CD

- 5) Inform the Ss that they will now listen to the small talk openers with responses. See script below.
- 6) For each number:

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

Go over the response with the Ss and write it on the Bb. See KEY.

1

MAKING SMALL TALK

SB p. 131

Script

OPENER

RESPONSE

KEY

weekend

1. Got any plans for the weekend? *No not really. How about you?*
2. Did you have a nice weekend? *Yeah, it was great.*
3. How was your weekend? *Quiet. Yours?*

work/job

4. How's work? *Fine. We're quite busy, though.*
5. Working hard? *Yes always. It never stops.*
6. Busy these days? *No, things are pretty slow right now.*

OPENER

RESPONSE

family

7. How're the kids?

OK. School keeps them busy.

8. How's everybody at home?

Just fine thanks.

weather

9. Is it ever nice out!

Yeah, it's really warm for a change.

10. It's getting cold, isn't it?

Yeah, winter's on its way.

11. Cold enough for you?

Sure is. Too cold.

health

12. How're you feeling?

Not that great. I've got a cold.

13. Are you feeling better?

Yes, much better thanks.

14. Is your cold any better?

No, I just can't get rid of it.

To have the Ss try making small talk

- 7) Have the Ss turn to SB p. 132. See below.
- 8) Divide the Ss into pairs and assign roles: S1 and S2.
Have the Ss make small talk using the conversations. See pp. 186-187.

2

Making Small Talk

SB p. 132

Look at pp. 131-132.

Roles: S1 - Read the opener in the first column.

S2 - Respond using the response in the second column.

Switch roles after each topic.

STUDY

SB p. 133

MAKING SMALL TALK

WEEKEND

Opening	Responding
(Got) any plans for the weekend?	No, not really. How about you?
(Did you) have a nice weekend?	Not bad. Yeah, it was great.
How was your weekend?	Quiet. Yours? Wonderful! (And) you? Fantastic! Yours? (Too) busy, and yours?

WORK

Opening	Responding
How's work?	Fine. We're quite busy, though.
Working hard?	(Yes,) always. It never stops. Not too hard.
Busy these days?	No, things're pretty slow right now. Oh, yeah! We're (really) swamped.

FAMILY

Opening	Responding
How're the kids?	OK. School keeps them pretty busy.
How's everybody at home?	Just fine thanks.

WEATHER

Opening	Responding
Is it ever nice out!	Yeah, it's really warm for a change.
It's getting cold, isn't it?	Yeah, winter's on its way.
(Is it) cold enough for you?	Sure is. Too cold.
Isn't it a beautiful day?	(Just) lovely/wonderful/perfect.

HEALTH

Opening	Responding
How're you feeling? doing?	Not great. I've got a cold. Not too bad. Pretty good. Thanks.
Are you feeling better?	(Yes), much better thanks.
Is your cold any better?	No, I just can't get rid of it.

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 do Part A.
- 3) Correct with the Ss.

P=1 LISTEN/WRITE/SPEAK

SB p. 135

**A. For each number:**

You will hear someone making small talk.

Listen and decide if what you hear is an opener or a response.
Indicate your answer by putting a check mark (✓) in the appropriate box.

Listen again and write what you hear in the space beside your check mark.

**Suggested
KEY**

	Opener		Response
1.	<input type="checkbox"/> <u>How was your weekend?</u> _____ _____	<input checked="" type="checkbox"/>	<u>It was great. We went</u> <u>to the lake. How about</u> <u>you?</u>
2.	<input checked="" type="checkbox"/> <u>Are you feeling better?</u> _____ _____	<input type="checkbox"/>	<u>Yes, much better, thanks.</u> _____ _____
3.	<input checked="" type="checkbox"/> <u>How's work?</u> _____ _____	<input type="checkbox"/>	<u>Not bad, but we're very</u> <u>busy.</u> _____
4.	<input type="checkbox"/> <u>How're the kids?</u> _____ _____	<input checked="" type="checkbox"/>	<u>Oh, they're fine. They're</u> <u>both in high school now,</u> <u>you know.</u>

Opener

Response

5. ☐ Got any plans for the
weekend?

☒ No, nothing special this.
weekend.

6. ☒ Is it ever windy out!

☐ I know, and it's really
cold too.

7. ☐ How're you feeling?

☒ So-so. I still have my
my cold.

8. ☒ How's your family?

☐ Everyone's very well,
thank you. And you?

9. ☒ Did you have a nice
weekend?

☐ Very quiet.

10. ☐ Working hard?

☒ Not really. Things are slow.

To the teacher

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

SB p. 136

- B. Complete the conversations in Part A by writing what the other speaker might say.

To the teacher

- C. 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. 137

- C. Work with a partner.
Practise your corrected conversations and those of your partner.

Script

1. It was great. We went to the lake. How about you?
2. Are you feeling better?
3. How's work?
4. Oh, they're fine. They're both in high school now, you know.
5. No, nothing special this weekend.
6. Is it ever windy out!
7. So-so. I still have my cold.
8. How's your family?
9. Did you have a nice weekend?
10. Not really. Things are slow.

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 role plays.

P=2=

SB p. 137

SPEAK Work with a partner.

To practise making small talk.

Role play the following situations.

S1 begins.

SITUATION 1

It's Friday afternoon before a long weekend.

S1 - Colleague.
Ask about plans for the weekend.

S2 - Colleague.
Respond.

SITUATION 2

Two friends meet in the bank.

S1 - Ask about work.

S2 - Respond.

SITUATION 3

Two neighbours are in their yards. One neighbour's child was sick last week.

S1 - Ask if the child is feeling better.

S2 - Parent of the sick child.
Respond.

SITUATION 4

Two people are waiting for a bus. It's a very hot and humid day.

S1 - Comment on the weather.

S2 - Respond.

Switch roles

SITUATION 5

A friend visits another friend in the hospital.

S1 - Friend.
Ask how he/she's feeling.

S2 - Person in the hospital.
Respond.

SITUATION 6

It's Monday morning. Two colleagues are having coffee together.

S1 - Ask about the weekend.

S2 - Respond.

SITUATION 7

Two former neighbours meet in a shopping centre.

S1 - Ask about the family.

S2 - Respond.

SITUATION 8

Two friends meet for lunch. It's a beautiful day.

S1 - Comment on the weather.

S2 - Respond.

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.
- 3) Have one pair of Ss do an example for the class.
- 4) Have the Ss do the role plays.
- 5) Have the Ss repeat the role plays with different partners.

P=3 SPEAK Work with a partner.

SB p. 140

You will make small talk about different topics.

For each topic:

S1 - Make small talk with your partner. Begin by asking him/her a question.

S2 - Make small talk with your partner by responding to his/her question.

Topics

1. health
2. weather
3. family
4. job
5. weekend

