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# ***INTERFACE CANADA***

**Teacher's Book 5**

**Revised Edition**

Canada 





# ***INTERFACE CANADA***

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## **Teacher's Book 5**

by

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## INTRODUCTION TO THE TEACHER'S BOOK

*INTERFACE CANADA (Revised Edition)* 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 model conversation and examples of possible language which can occur at each step.
8. **Telegraphic cues** – The teacher conducts a brainstorming discussion based on a situation and jots the items on the blackboard in telegraphic form. The items are then used as cues to elicit exponents from the students.

## II STUDY

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

- functions and language
- structural paradigms
- notes on usage

The Study section is exactly the same in the student’s book as in the teacher’s book.

## III PRACTICE

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

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

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

### Abbreviations Used in the Teacher's Book

- |    |                  |
|----|------------------|
| S  | - student        |
| Ss | - students       |
| SB | - Student's Book |
| BB | - blackboard     |

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# UNIT 45

## POLITE REQUESTS

### PRESENTATION

To lead into the topic of polite requests

Face-to-face

- 1) Discuss favours and special requests with the Ss. You can ask them, for example:

Do you ever  
ask people for favours?  
make special requests?

What kinds of things do you ask  
friends to do?  
people at home to do?  
people at work to do?

To introduce the language for making polite requests

Tape/CD

- 2) Inform the Ss that they will listen to some conversations in which people make polite requests. See script p. 2.
- 3) Draw the following chart on the BB, without the answers, and have the Ss copy it.



**Suggested  
KEY**

Conversation	What does one person ask another person to do?
1	<i>get a pad from the stockroom</i>
2	<i>send a report</i>
3	<i>proofread something</i>
4	<i>take Lawrence the new price list</i>
5	<i>pick up a sandwich</i>
6	<i>save a table at the luncheon</i>

4) Go over the question 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.

**1 Polite Requests (direct and indirect objects)**

SB p. 1

**Script**

**CONVERSATION 1**

**KEY** A: **If you have a chance, would you get me** a pad **when you go by the stockroom?**

B: Sure, but it might be closed this afternoon.

**CONVERSATION 2**

A: That report Mr. Trudel wanted is just about finished.

B: Good. **I'd appreciate it if you could send** it **to him** as soon as possible. He needs it urgently.

**CONVERSATION 3**

A: **I was wondering** if you could proofread this **for me.**

B: O.K. Do you need it right away, or can it wait until tomorrow?

## CONVERSATION 4

A: Sam, **would you mind** taking Lawrence this new price list? He's still using the old one.

B: Sure. Does he need it right away?

## CONVERSATION 5

A: O.K., I'm off to lunch. See you later.

B: Oh, Martin, **I wonder if you'd mind** picking me up a sandwich on your way back.

## CONVERSATION 6

A: Oh, Claire, **will you do me a favour and** save a table for us at the luncheon tomorrow? We might be a bit late.

B: Sorry Matthew, I'd like to, but we're not allowed to reserve any tables. It's first come first served.

**To focus on the exponents for making polite requests**

Tape/CD \

7) For each conversation:

Play the tape or CD-ROM again and have the Ss try to identify the exponent for making a polite request. See script p. 2. Write the exponent on the BB.

8) Elicit other exponents and write them on the BB. See STUDY p. 9.

9) Point out that when making requests and refusing requests, reasons are often given. See STUDY p. 9.

**To focus on direct and indirect objects in the context of polite requests**

Text

- 10) Begin by explaining direct and indirect objects. See STUDY p. 10.
- 11) Inform the Ss that they will look at the conversations they have just heard. See script p. 2.
- 12) Have the Ss turn to SB p. 1.
- 13) For each conversation:

Have the Ss try to pick out the direct and indirect objects. Ss circle the direct object and underline the indirect object. See KEY.

**To focus on 'to' and 'for' with indirect objects**

Text

- 14) Begin by explaining the use of **to** and **for** with indirect objects. See STUDY p. 11.
- 15) Have the Ss turn to SB p. 2. See p. 5.
- 16) For each number:

Have the Ss try to complete the sentence by adding the direct and indirect objects using the words beside each sentence. Point out that:

- the order of the words beside each sentence can be changed
- **to** or **for** may have to be added to the indirect object
- some sentences have two possible answers



2

## 'To' and 'For' with Indirect Objects

SB p. 2

**Suggested  
KEY**

- |   |                        |
|---|------------------------|
| 1. I'd appreciate it if you could announce <u>it to the staff</u> today. They should get the information as soon as possible.   | it/the staff           |
| 2. Sandra really has trouble writing in French, so she wrote it in English. I was wondering if you'd translate <u>it for her.</u>   | it/her                 |
| 3. Would it be possible for you to build <u>me a stand</u> to put my T.V. on? That's something I really need.   | a stand/me             |
| 4. I was wondering if you'd mind buying <u>me a ticket</u> when you get yours. I'll give you the money.   | a ticket/me            |
| 5. Jim'll also need a list of what's finished and what's not. If it's not too much trouble, could you prepare <u>that for him</u> by this afternoon?                        | that/him               |
| 6. I was supposed to return the master key to Daniel, but I have to leave and he's not in his office. Will you do me a favour and give <u>it to him</u> when he comes back? | it/him                 |
| 7. Carol, I'm expecting an important message by fax. Will you bring <u>it to me</u> as soon as it comes through?  | it/me                  |
| 8. I wonder if you'd mind showing them around and explaining <u>our operation to them.</u>  | our operation/<br>them |
| 9. Roger, I wonder if you could save <u>a seat for Mr. Heiler</u> – just in case he's late.   | a seat/<br>Mr. Heiler  |

- |   |                                       |
|---|---------------------------------------|
| 10. I'm going to be out for an hour. I wonder if you could answer <u>my phone for me.</u>                                 | <b>my phone/me</b>                    |
| 11. Would you mind taking Mrs. Fletcher to the printing room and introducing <u>her to Carol?</u>                         | <b>her/Carol</b>                      |
| 12. I'd appreciate it if you could send <u>me the Annual Report</u> as soon as possible.                                  | <b>the Annual Report/me</b>           |
| 13. Oh Mark, I won't be able to pick up the package until after five. Could you leave <u>it for me</u> at the front desk. | <b>it/me</b>                          |
| 14. Could you show <u>Mr. Kolano the conference room</u> ? He wanted to see it before the meeting.                        | <b>the conference room/Mr. Kolano</b> |

**To have the Ss try making polite requests**

- 17) Have the Ss turn to SB p. 4. See below.
- 18) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play using the cues provided.

**3**

**Making Polite Requests**

SB p. 4

Roles: S1 – Make polite requests 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. show Shirley how to fill in these forms	1. refuse/busy with a client
2. look up Pierre Martinet's number	2. agree
3. get a roll of tape from the stockroom for me	3. agree
4. send Mr. Trudel the report	4. refuse/not finished
5. proofread this article	5. agree
6. help George move a filing cabinet	6. refuse/sore back
7. get me a cup of coffee	7. agree
8. make photocopies of this	8. refuse/machine out of order



## STUDY

SB p. 5

### MAKING POLITE REQUESTS

**Can/Could** (ability) are used in polite requests.

Can I 

get
ask

 you to proofread this for me?

Do you think you **could** tell her for me?

If it **isn't too much trouble**, **could you** come back next week?

I'd appreciate it 

I was wondering
-----------------

 if you **could** send it out before the end of the day.

**Will/Would** (willingness) are also used in polite requests.

**Will you do me a favour and** show Mr. Jones where the library is?  
**Will you** answer the phone, **please**?

**Would it be possible for you to** prepare this for me?

If you have 

a chance,
the time,

**would you** pick me up a sandwich?

Expressions with **mind** take the gerund or a *noun*.

**Would you mind** dropping this off at the front desk?  
**I was wondering if you'd mind** giving Walter a hand.  
**I wonder if you'd mind** helping me move this desk.  
**Would you mind** *milk* instead of cream in your coffee?

**Reasons** are often given when making or refusing a request.

A: Could you give me a lift today? **My car's at the garage.**

B: I'm sorry, **but I have a class tonight and I won't be going home till much later.**



## Direct and Indirect Objects

A **direct object** is affected by the verb directly.

An **indirect object** is affected by the verb indirectly. The indirect object sometimes takes the prepositions **to** or **for**.

indirect      direct  
Will you bring me a glass of water, please?

indirect      direct  
Can you get him a new workbook?

direct      indirect  
Do you think you could save a place for me?

direct      indirect  
Would you give the extra copies to Louise?

'To' and 'For' with Indirect Objects	Verbs that take 'to'	Verbs that take 'for'
<p>Some verbs must have <b>'to'</b> or <b>'for'</b> with the indirect object.</p> <p>Would you explain this report <b>to me</b>?</p> <p>Could you translate the letter <b>for Peter</b>?</p>	<p>announce explain introduce report</p>	<p>answer fix hold open prepare pronounce translate</p>
<p>With other verbs you can use either:</p> <ul style="list-style-type: none"> <li>• <b>to</b> or <b>for</b></li> <li>or</li> <li>• no preposition</li> </ul> <p>Would you send a copy <b>to me</b>?</p> <p>Could you get a coffee <b>for Nicole</b>?</p> <p>Would you send <b>me</b> a copy?</p> <p>Could you get <b>Nicole</b> a coffee?</p> <p>However, when both objects are pronouns, <b>to</b> or <b>for</b> are usually used.</p> <p>Would you take <b>it to her</b>?</p> <p>Can you order <b>it for him</b>?</p>	<p>bring/take give lend pass/hand send show</p>	<p>build buy cook/bake find get leave make order reserve/save</p>



## 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. 9

To practise making polite requests and responding.

- A. Complete the conversations using the cues provided.

#### Request

#### Response

#### Suggested KEY

1. At work:

There's a special on Japan I really wanted to see tonight but I have to go out. Can

I get you to tape it for

me on your VCR?

**cue:** tape on your VCR

No problem. What time's

it on?

**cues:** agree – ask what time

2. On the bus:

Excuse me, sir, would you

mind changing seats with

me so I

can sit next to my friend?

**cue:** change seats

No, not at all.

**cue:** agree



### Request

### Response

3. At the office:

Oh, are you going to  
Allman's? If you have a  
chance, could you buy me  
some batteries for my  
radio?

**cue:** buy batteries for radio

O.K. What kind does it  
take?

**cues:** agree – ask what kind

4. At a friend's house:

You know that Latin-American  
dance CD you had? I  
was wondering if I could  
borrow it for the party.

**cue:** borrow it for party

I'm afraid I don't have it  
anymore. I gave it to my  
sister.

**cue:** refuse – give reason

5. At the office:

That new trainee is starting  
today. I'd appreciate it  
if you could explain the  
sales projections to him.

**cue:** explain sales  
projections

Sure, I don't mind.

**cue:** agree

## Request

## Response

6. At the reception desk:

*Could you do me a favour  
and bring me back a cup of  
coffee from the cafeteria?  
I can't leave the phone.*

**cue:** bring back coffee  
from cafeteria

*Sure. Do you take cream  
and sugar?*

**cues:** agree – ask if he/she  
takes cream and sugar

7. At the office:

Susan, I didn't get a chance  
to go to the bank. *I*  
*wonder if you could lend me*  
*some money.*

**cue:** lend money

*Sorry, but I'm practically  
broke. I have to go to the  
bank myself.*

**cues:** refuse – give reason

8. At the office:

*If it's not too much  
trouble, could you check  
this list of names for me?*

I'm sure I forgot somebody.

**cue:** check list of names

*No trouble at all. I'll  
look at it right after  
lunch.*

**cues:** agree – say when

### Request

### Response

9. On the telephone:

Could you pick up some  
stamps at the post office  
on your way home?

**cue:** pick up stamps on  
way home

Sure. How many do you  
need?

**cues:** agree – ask how many

10. At a friend's house:

I have to go downtown tomorrow  
morning. Would it be  
possible for you to look  
after Laura for me?

**cue:** look after Laura

Gee, I'm sorry, but I've  
got a doctor's appointment  
at 10:00, and I'm not sure  
when I'll be back.

**cues:** refuse – give reason

### To the teacher

- B. Divide the Ss into pairs to practise the conversations. Have each pair of Ss first read all of one S's conversations and then read all of the other S's conversations.

SB p. 12

- B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

## PRACTICE 2

**To the teacher**

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

**P=2=** WRITE / SPEAK

SB p. 13

To practise making polite requests.

- A. Write what you would say to make a polite request in each of the following situations.

**Suggested  
KEY**

Situation	You ask:	Request
1. You're in a train station. You want to go and buy a magazine but you're worried about your bags.	the person beside you	<i>I wonder if you'd watch my bags for a minute. I want to go and buy a magazine.</i>
2. You're buying a present and you want it gift-wrapped.	the salesclerk	<i>Would it be possible for you to gift-wrap it for me?</i>
3. You have parcels in both arms and can't open the door.	a stranger beside the door	<i>Would you mind opening the door for me, please?</i>



Situation	You ask:	Request
4. You have a book to return to the documentation centre. A friend is going there.	your friend	<i>If you're going to the</i> <i>documentation centre, will</i> <i>you do me a favour and return</i> <i>this for me?</i>
5. You're going to make a speech at your club. You'd like someone to read it and give you an opinion.	another club member	<i>If you have some time, I'd</i> <i>appreciate it if you could</i> <i>read my speech and give me</i> <i>your opinion.</i>
6. You're on the phone with a prospective client. You need to check some prices, but the price list is in the other office.	a colleague	<i>Will you get me the price</i> <i>list, please? It's in the</i> <i>other office.</i>
7. You've bought a new mattress. You want it delivered, but you'll only be home on Saturday afternoon.	the salesclerk	<i>Would it be possible for you</i> <i>to deliver it Saturday</i> <i>afternoon?</i>
8. You're going on holidays. You want someone to water your plants at the office.	a colleague	<i>If it's not too much trouble,</i> <i>could I ask you to water my</i> <i>plants while I'm away?</i>

**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 role play an example for the class.
- 4) Have the Ss do the role plays.

SB p. 14

B. Work with a partner.

Role play the situations in Part A.

Roles: S1 – Make a polite request.

S2 – Agree to the request or refuse and give a reason.

Switch roles after Number 4.

**PRACTICE 3****To the teacher****LEAD-IN**

Have the Ss discuss their reactions to certain requests by asking, for example:

What are some things/favours people have asked you to do?

What are some things you would normally  
agree to do?  
refuse to do?

Write some of these on the BB in two columns, for example:

**Agree**

work overtime occasionally

babysit for a friend

**Refuse**

pick up supplies for a colleague

lend someone a large sum  
of money

**To the teacher**

- A. 1) Go over the instructions and the example with the Ss.
- 2) Divide the Ss into pairs. Go around the class and help the Ss with their situations.
- 3) Have the Ss role play the two situations. They will need a blank tape and a taperecorder. Have all the pairs record their conversations *on the same tape*. This tape will be used in Part B.

**P=3=** SPEAK / LISTEN

SB p. 15

To practise making polite requests.

In part A, you will make up situations in which people make requests and you will role play them. Then, in Parts B and C, you will listen to other situations and role play them.

A. Work with a partner.

Think of two situations in which a request was made:

- one in which the request was agreed to
- one in which the request was refused

Write down the details of the situations in the chart below.

What was the request for?	Was the request		Who made the request?
	agreed to?	refused?	
example: to borrow my car		✓	my teenage nephew
1.			
2.			

Decide on your roles for each situation. Then role play both situations and tape your conversations.

**To the teacher**

- B. 1) Go over the instructions with the Ss and play the first conversation on the tape from Part A to do an example.
- 2) Play the tape and have the Ss fill in the chart.
- 3) Correct with the Ss.

SB p. 16

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

What was the request?	Was the request	
	agreed to?	refused?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



**To the teacher**

- C. 1) Go over the instructions with the Ss.  
2) Have the Ss work with their partners from Part A to do the role plays.

SB p. 16

- C. Work with a partner.

Use the information in the chart in Part B to role play the situations.  
Omit the two situations that you role played in Part A.

Roles: S1 – Make a polite request.

S2 – Respond.

Switch roles halfway through.

# UNIT 46

## COST AND QUANTITY

### PRESENTATION

#### PART I

#### COST AND QUANTITY

To lead into the topic of cost

Text

1) Have the Ss turn to SB p. 17. See below.

2) For each number:

Have the Ss write in the chart the maximum amount they would spend for the item.

Discuss their responses with them.

1

SB p. 17

Item	The most I would spend
1. a watch	
2. a bottle of wine	
3. a hotel room (per night)	
4. a house	
5. a car	
6. a sweater	
7. a meal in a restaurant	
8. a camera	
9. a birthday gift	
10. a concert ticket	

**To focus on vocabulary for commenting on cost**

Text

- 3) Inform the Ss that they will look at some conversations in which people comment on the cost of different things. See below.
- 4) Have the Ss turn to SB p. 18.
- 5) For each number:

Have the Ss try to complete the comment on cost by choosing appropriate words from the box. Ss write the words in the spaces provided. See KEY.

**2**

**Commenting on Cost**

SB p. 18

**Suggested  
KEY**

1. A: By the way, sirloin steak is on special this week at Buymore's.  
Do you want me to pick some up?  
B: No. There're still quite a few steaks in the freezer.
2. A: I got the table and the garden chairs for \$400. The set was reduced  
from seven hundred.  
B: It really pays to buy at the end of the season.
3. A: I called the owner of that house for sale on your street, but he's asking  
too much for it.  
B: Well, you can always make an offer.
4. A: You won't believe this! A guy talked me into buying this watch for \$500 -  
said it was solid gold. Well, it's only gold-plated, and certainly not  
worth \$500.  
B: It's really maddening to get taken like that. But anyway, it  
looks expensive.
5. A: That's a really nice jacket.  
B: Thank you. Actually, I got it on sale over at Taylor's.

6. A: We're offering a 25% discount on all our furniture in stock, so it'll only cost you \$250.

B: Fine. I'll take it.

7. A: I only paid \$12.99 for these gloves. What do you think?

B: That's a bargain. They look like they're very good quality.

8. A: Look, they want \$10 for this tiny Christmas tree decoration and it's just plastic!

B: That's a real rip-off.

9. A: So do you think I should get them to do the work on my car?

B: I think so. \$800 is a very reasonable price for a paint job.

10. A: So, you finally got your snow tires.

B: Yeah, they were having a special at Emerson's Tire Centre.

discount	get taken
rip-off	reduced
bargain	reasonable
asking too much	having a special
on sale	on special

**To focus on vocabulary for quantity**

Text

6) Have the Ss turn to SB p. 20. See p. 26.

7) For each number:

Have the Ss look at the newspaper ad. Elicit the format that the product is sold in, referring the Ss to the list on the side if necessary. Ss write the word in the space provided. See KEY.

**3** Newspaper Ads

SB p. 20

Suggested  
KEY

1.	ORANGE PEKOE TEA BAGS <u>box</u> of 60	2 <sup>96</sup>
2.	FREE RANGE EGGS <u>carton</u> OF 12	2 <sup>99</sup>
3.	PERK deodorant soap <u>bars</u> 4 95g	1 <sup>69</sup>
4.	CONCENTRATED ORANGE JUICE Frozen 340 mL <u>container</u>	1.18
5.	VALENCIA ORANGES <u>dozen</u> PRODUCT OF CALIFORNIA SIZE 113	2 <sup>19</sup>
6.	BRITE Toothpaste 150 mL <u>tube</u>	2 <sup>69</sup>
7.	CANADA FANCY ASSORTED VEGETABLES 398 mL SEASONED BEANS, CREAM STYLE CORN, WHOLE KERNEL CORN <u>can</u>	88¢
8.	ALL PURPOSE FLOUR 3.5 kg bonus <u>bag</u>	4.57
9.	Shaving Cartridges <u>package</u> of 5	1.89
10.	PRINTED PAPER TOWELS <u>rolls</u> Pkg. of 2	99¢
11.	TOMATO KETCHUP 1 Litre <u>bottle</u>	2.77
12.	PREPARED MUSTARD 750 mL <u>jar</u>	1.99

bag  
bars  
bottle  
box  
carton  
container  
dozen  
jar  
package  
rolls  
can  
tube



## PART II

## ASKING ABOUT COST AND QUANTITY

To introduce the language for asking about cost and quantity

Tape/CD

- 1) Inform the Ss that they will listen to some conversations in which different people talk about cost and quantity. See script below.
- 2) Have the Ss turn to SB p. 21. See p. 29.
- 3) Go over the chart with the Ss.
- 4) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.
- 5) Check the information in the chart with the Ss. See KEY.

## Script

## CONVERSATION 1

- ED: I called about a bicycle that was advertised in the paper.
- ALICE: Oh, yeah. **How much did they want for it?**
- ED: \$175. He says he paid \$350 for it last year.
- ALICE: That sounds reasonable.

## CONVERSATION 2

- MECHANIC: You need a new battery and an alternator.
- CUSTOMER: **How much is that going to cost me?**
- MECHANIC: I can only give you a rough estimate. **It'll probably be between \$400 and \$500.**

### CONVERSATION 3

LUCY: Cheryl, can you get the croissants for the brunch on Sunday?

CHERYL: Sure. **How many do we need?**

LUCY: Oh, let's see, 30 people, I guess three dozen **should be enough.**

CHERYL: Yeah, that should do it. I'll try and get them at Romeo's. They're much better than at that bakery down the street and they're cheaper too.

### CONVERSATION 4

CUSTOMER: **How much are you asking for** this antique chair?

SALESCLERK: It's marked at \$300, but **I could let you have it for \$275.**

CUSTOMER: Is that your best price?

SALESCLERK: Yeah, that's about the best I can do.

### CONVERSATION 5

CLERK: I'm sure you'll be satisfied with the semi-gloss paint. It's our best seller and it's on special this month.

CUSTOMER: **How much do I need** to paint a 12' x 15' room?

CLERK: Well, it all depends. Are you planning to put on two coats?

CUSTOMER: Yeah. I think so.

CLERK: Then **four litres'll be plenty.**

## CONVERSATION 6

MR. STANLEY: And I think everyone who uses the computer centre should have their own key.

EMPLOYEE: O.K. **So how many does that make?**

MR. STANLEY: Well, there's Bill and Frieda and you and Mark, and the two secretaries, and myself. I guess **that's seven altogether.**

4
---

SB p. 21  
KEY

Conversation	Item(s)	Cost	Quantity
1	<i>bicycle</i>	\$175	
2	<i>battery, alternator</i>	<i>between \$400 &amp; \$500</i>	
3	<i>croissants</i>		3 dozen
4	<i>antique chair</i>	\$275	
5	<i>paint</i>		4 litres
6	<i>keys</i>		7

**To focus on the exponents for asking about cost and quantity and for responding**

6) Write the following titles on the BB:

<b>Asking about cost</b>	<b>Responding</b>
<b>Asking about quantity</b>	<b>Responding</b>

Tape/CD

7) For each conversation:

Play the tape or CD-ROM again and have the Ss try to identify the exponents for asking about cost or quantity and for responding. See script p. 27.

Write the exponents under the appropriate titles on the BB.

Point out that **what** can also be used to ask about cost; e.g. Conversations 1, 2 and 4. See STUDY p. 34.

**To focus on quantifiers in the context of cost and quantity**

Text

8) Have the Ss turn to SB p. 22. See p. 31.

9) For each number:

Elicit an appropriate quantifier from the Ss referring them to the words on the side if necessary. Ss write the words in the space provided. See KEY.

Explain the quantifier. See STUDY p. 36.

5

## Quantifiers

SB p. 22

Suggested  
KEY

1. A: I don't have much money on me.  
B: That's O.K. I can always lend you some.
  
2. A: He wants to charge me \$100.  
B: Wow! That's a lot of money just to repair a vacuum cleaner. **much**
  
3. A: We don't have many binders left. **many**  
B: O.K. I'll get some from the stockroom. **a few**
  
4. A: Could I have a little sugar in my coffee, please? **a little**  
B: Sure, here you go. **plenty of**
  
5. A: Be sure and get lots of ice for the party. **a lot of**  
B: Don't worry. We've got plenty of ice in the freezer downstairs and I'll pick up some more this afternoon. **lots of**
  
6. A: Can you give me some blank cassettes? I want to do some recording.  
B: O.K., but how many do you need? I only have a few left.





## STUDY

SB p. 23

### Vocabulary for Commenting on Cost

reasonable	to offer to get	a discount
reduced on sale on special	to have a sale (at a store) to have a special (on particular items)	
a rip-off a bargain	to ask too much (for something) to get taken	

### Quantities

a <b>bag of</b> cookies	a <b>jar of</b> jam
a <b>bar of</b> soap	a <b>package of</b> candies
a <b>bottle of</b> wine	a <b>pair of</b> shoes
a <b>box of</b> chocolates	a <b>roll of</b> paper towels
a <b>carton of</b> eggs	a <b>can of</b> vegetables
a <b>container of</b> ice cream	a <b>tube of</b> toothpaste
a <b>cup of</b> coffee/tea	a <b>scoop of</b> sugar
a <b>pail/bucket of</b> water	a <b>tin of</b> ham/sardines
a <b>dozen</b> roses	a <b>piece of</b> cake/pie

## Asking About Cost

## Responding

### General

#### How much

How much is that painting?

It's \$800.

How much | are the roses?  
do the roses cost?

They're \$4 each.

How much | will that be?  
for the drink?  
do I owe you?

That'll be \$5.

How much does that come to?

It comes to \$79.95 | in all.  
altogether.

### Negotiable Price

How much | do you want for the desk?  
are you asking for the bike?

You can have it | for \$120.  
I could let you have it

### Repairs/Services

How much | are you going to charge me?  
is that going to cost us?

It'll probably be between \$100 and \$150.  
It'll cost you around/about \$50.

#### What

**What** can also be used to ask about cost. It is less formal than **how much**.

**What do you want for the desk?**  
**What're you going to charge me?**  
**What's the price of this book?**

## Asking About Quantity

How much | cheese **do we need?**  
bread **should we get?**

How many
----------

How many | litres of paint **do you want?**  
croissants **would you like?**

Will four litres **be enough?**

Are three packages **enough?**

If we get keys for Bill and Frieda too,  
**how many does that make?**

## Responding

One kilo **should do.**  
Three loaves **should be enough.**

Four litres.  
Three dozen **will be plenty.**

**That's more than enough.**  
**That sounds like too much.**  
**You don't need that many.**

No, you'll need | **more than that.**  
**at least six.**

No, that's not enough.

**That makes seven altogether.**

## Expressions of Quantity

much  
many

a few  
a little (bit of)  
a bit of

lots of  
a lot of  
plenty of

**Much**  
**A little**  
**A bit of**

are used with uncountable nouns.

It doesn't take up **much** space.  
You can add **a little** water if you like.

**Many**  
**A few**

are used with plural nouns.

He didn't bring **many** books with him.  
There're **a few** people waiting outside.

**Much**  
**Many**

are used in:

Questions

**How much** time do you have?  
**How many** people're coming?

Negative sentences

There isn't **much** coffee left.  
He hasn't made **many** friends yet.

In affirmative sentences we usually use

**lots of.**  
**a lot of.**  
**plenty of.**

They've got **a lot of** money in the bank.  
There're **plenty of** chairs in the other room.



## PRACTICE

**To the teacher**

### PRACTICE 1

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

**P=1**

WRITE / SPEAK

SB p. 27

To practise asking about cost and quantity.

- A. For each number:

Read the responses.

Then choose an appropriate cue from the box to ask about cost or quantity.

Write your question in the spaces provided.

Items	
• lobsters	• lettuce
• dental work	• labour
• telephone lines	• insurance
• dictionaries	• doughnuts
• wine	• luggage

**Suggested  
KEY**

1. A: How much are the dictionaries?

B: The French-English one is \$30 and the English one is \$26.

2. A: How much will the insurance cost?

B: For full coverage including fire, theft, and loss, it'll be around \$1400.

3. A: How much does the labour come to?

B: Well, it'll take about five hours at \$50 an hour. So that's roughly \$250, give or take a few dollars.

4. A: How many doughnuts should I get?

B: A dozen will be fine. But be sure to get some with the cream filling. They're the best ones.

5. A: How many lobsters do you want me to pick up?

B: There'll be six of us and, as far as I know, everybody likes seafood. Why don't we make it nine to be on the safe side?

6. A: How much is the lettuce?

B: The iceberg is \$1.89 and the Boston is \$2.39.

7. A: How much luggage do you think I should take?

B: Well, I never take any more than two bags. And especially make sure they're not too heavy.

8. A: How many telephone lines do we need?  
\_\_\_\_\_

B: We don't get that many calls. Two should be plenty.

9. A: How much is all this dental work going to cost me?  
\_\_\_\_\_

B: Well, including the fillings and the cap, it'll probably come to about \$1600.

10. A: How much wine do you think we'll need?  
\_\_\_\_\_

B: Ten bottles should do. I'm sure people will bring some, anyway.

**To the teacher**

B. Divide the Ss into pairs to practise the conversations. Have each pair of Ss first read all of one S's conversations and then read all of the other S's conversations.

SB p. 29

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

To the teacher

## PRACTICE 2 CROSSWORD

Have the Ss do the crossword.

Correct with the Ss.

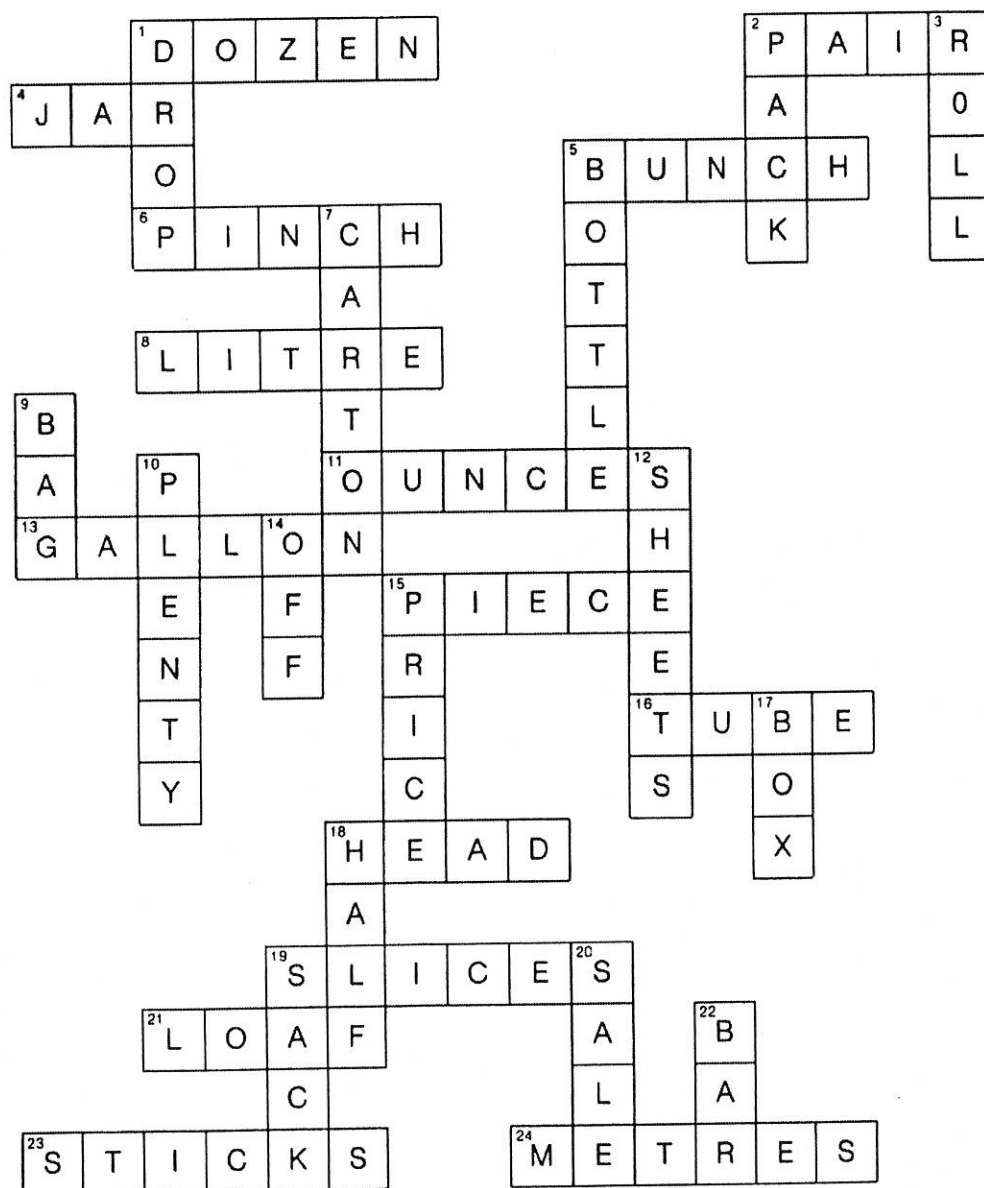
# P=2==CROSSWORD PUZZLE

SB p. 30

To practise some vocabulary for cost and quantity.

Read the clues and do the crossword puzzle.

KEY



## KEY

## Across

1. a dozen roses
2. a pair of shoes
4. a jar of pickles
5. a bunch of grapes
6. a pinch of salt
8. a litre of milk
11. 40 ounces of Scotch
13. a U.S. gallon = 3.7854 litres
15. a piece of pie
16. a tube of plastic glue
18. a head of lettuce
19. 10 slices of cooked ham
21. a loaf of bread
23. 8 sticks of dynamite
24. 3 metres of material to  
make a jacket

## Down

1. a drop of water
2. a pack of playing cards
3. a roll of film
5. a bottle of shampoo
7. a carton of eggs
9. a bag of groceries
10. plenty of money (a lot)
12. 2 sheets of paper
14. 20% off the regular price
15. a price tag
17. a box of matches
18. half price (50% discount)
19. a sack of potatoes
20. houses for sale
22. a bar of soap



### **PRACTICE 3 PLANNING A PARTY**

**To the teacher**

#### **TAKING UP THE SITUATION**

Go over the situation with the Ss.

Explain to the Ss that each group will prepare a proposal for the party and present it to the class. The class will then decide on the best proposal for the party.

#### **PREPARING THE PROPOSAL**

Divide the Ss into two or three groups.

Go over the instructions with the Ss.

Have each group choose a representative to present their proposal.

#### **PRESENTING THE PROPOSAL**

As each group finishes, have the representative from the group write the group's information onto a sheet of flip chart paper and place it on the BB or wall.

Once all the groups have finished, have the representatives explain their group's proposal for the party to the class.

#### **CHOOSING THE BEST PROPOSAL**

Have the Ss compare parties and choose the one they would most like to have, giving reasons for their choice.

# P=3= Planning a Party

SB p. 32

To practise talking about cost and quantity.

Read the SITUATION:

**Your class is going to have a party to celebrate a special occasion or holiday.  
The total cost of the party will be shared equally by everyone in the class.**

Work in a group.

Prepare a proposal for the party. Decide on a date and a place for the party, the items you want, and the cost per person. Write the information in the chart.

Then present your group's proposal to the class. The class will decide on the best proposal for the party.

WHEN:		WHERE:
ITEMS	QUANTITY	APPROXIMATE COST
FOOD:		
DRINKS:		
SUPPLIES:		
OTHER:		
Total Cost		_____
No. of people		_____
Cost per person		_____



# UNIT 47

## ARRIVING FOR AN APPOINTMENT

### PRESENTATION

#### PART I

#### ARRIVING FOR AN APPOINTMENT

To lead into the topic of arriving for an appointment

Face-to-face

- 1) Ask the Ss, for example:

Who are some people you make appointments to see?

What do you go to see them about?

To introduce the language used when arriving for an appointment

Situation

- 2) Present the SITUATION to the Ss:

**Mr. Marsh has an appointment with Mr. Beauchamps, the director of a company, for two o'clock. At ten minutes to two, Mr. Marsh arrives in the reception area.**

Flow chart

- 3) Inform the Ss that they will look at the possible exchanges that might take place following Mr. Marsh's arrival in the reception area. See p. 46.
- 4) Have the Ss turn to SB p. 33.
- 5) Have the Ss read the possible conversations shown in the flow chart and identify the speakers by writing

**Director**

**Receptionist**

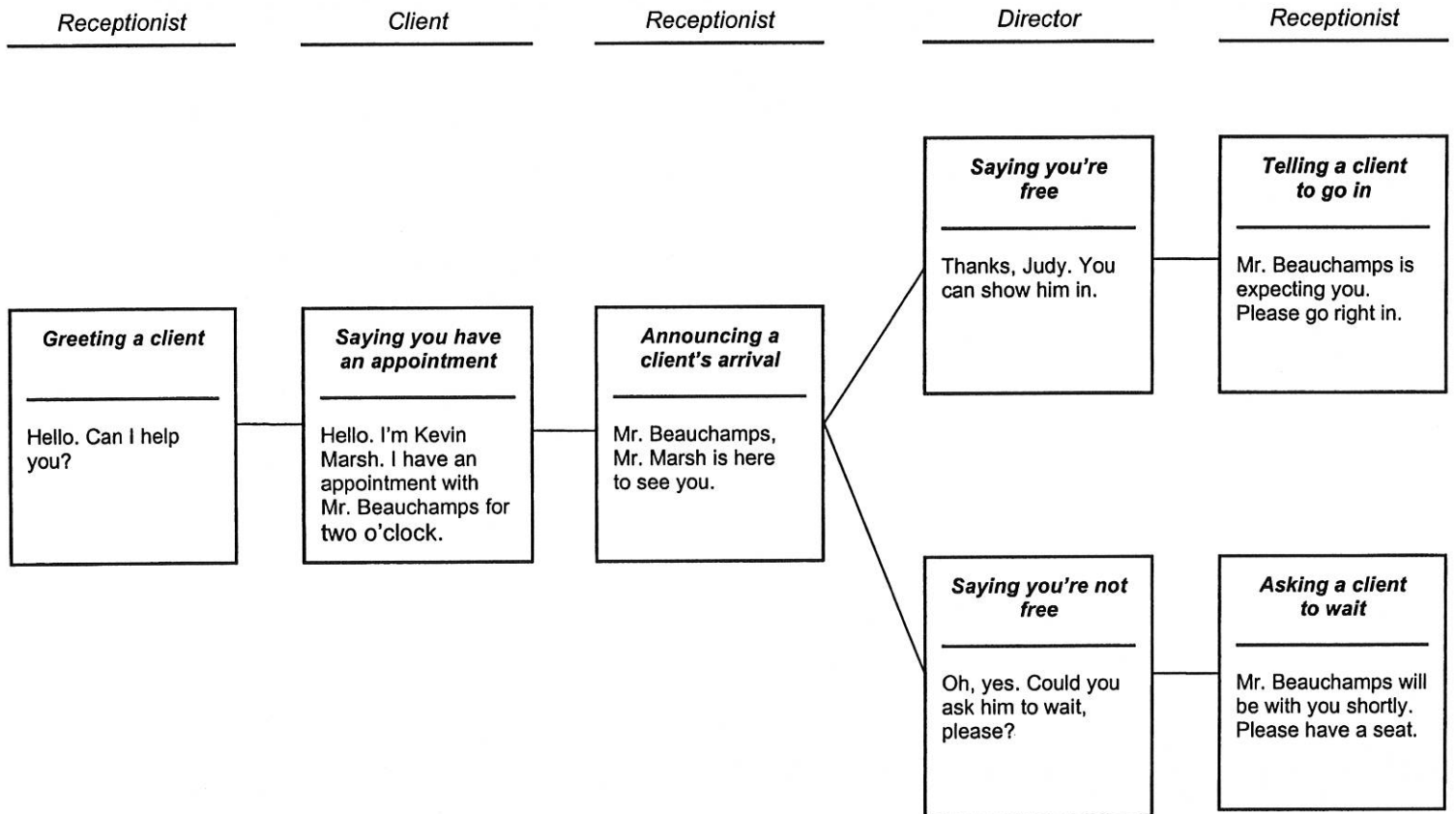
**Client**

in the appropriate spaces above the columns. See KEY.

1

SB p. 33

KEY



Asking a client to wait	Saying you're not free
Saying you have an appointment	Announcing a client's arrival
Saying you're free	Greeting a client
Telling a client to go in	

**To focus on the exponents used when arriving for an appointment**

Flow chart \

- 6) Have the Ss try to label the different parts of the flow chart by choosing appropriate functions from the box.

Ss write the functions in the spaces provided. See KEY.

- 7) Elicit other exponents for each function and write them on the BB. See STUDY pp. 51-52.

**PART II**

**WELCOMING A CLIENT TO YOUR OFFICE**

**To introduce the language used when welcoming a client to your office**

Situation \

- 1) Present the SITUATION to the Ss:

**Ruth Holmes is waiting to see her lawyer, Mr. Nolan. The receptionist tells her to go in.**

Tape/CD \

- 2) Inform the Ss that they will listen to a conversation between Ruth Holmes and Mr. Nolan. See script below.
- 3) Write the following question on the BB and instruct the Ss to jot down an answer as they listen to the tape or CD-ROM.

Why does Ruth Holmes want to see Mr. Nolan?  
(She wants to make a will.)

Play the tape or CD-ROM.

Take up the question with the Ss.

**Script**

MR. NOLAN: **Come on in, Miss Holmes. Have a seat.**

R. HOLMES: Thank you.

MR. NOLAN: **So, what can I do for you?**

R. HOLMES: **Well, I'm here to see you about** drawing up a will.

**To focus on the exponents for welcoming a client to your office**

Tape/CD \

- 4) Play the tape or CD-ROM again and have the Ss try to identify the exponents for welcoming a client to your office. Ask the Ss, for example:

What does Mr. Nolan say when Ruth Holmes comes to his office?

Write the exponents on the BB. See script p. 47.

- 5) Elicit other exponents and write them on the BB. See STUDY p. 53.

**To focus on the exponents for stating the purpose of the appointment**

Tape/CD \

- 6) Play the tape or CD-ROM again and have the Ss try to identify the exponent for stating the purpose of the appointment. Ask the Ss, for example:

How does Ruth Holmes respond?

Write the exponent on the BB. See script p. 47.

- 7) Elicit other exponents and write them on the BB. See STUDY p. 53.

**To have the Ss try the language used when arriving for an appointment**

- 8) Have the Ss turn to SB p. 34. See p. 49.

- 9) Divide the Ss into groups of three and assign roles: S1, S2, and S3. Have the Ss role play the situation in the Presentation using the cues provided.



**2****Arriving for an Appointment**

SB p. 34

Roles: S1 – Lawyer's receptionist. **You begin.**

S2 – Client. You have an appointment with your lawyer.

S3 – Lawyer.

Change roles and repeat the role play.

**Cues****In the reception area**

S1:

Greet the client.

S2:

Say you have an appointment/2:30.

S1:

Announce the client's arrival.

S3:

Say you're free.

S1:

Tell the client to go in.

**In the office**

S3:

Welcome the client to your office.

S2:

State the purpose of the appointment/  
discuss will.



**ARRIVING FOR AN APPOINTMENT**

**Receptionist**

**Client**

**Greeting a Client**

(Hello.)

Can I help you?

May

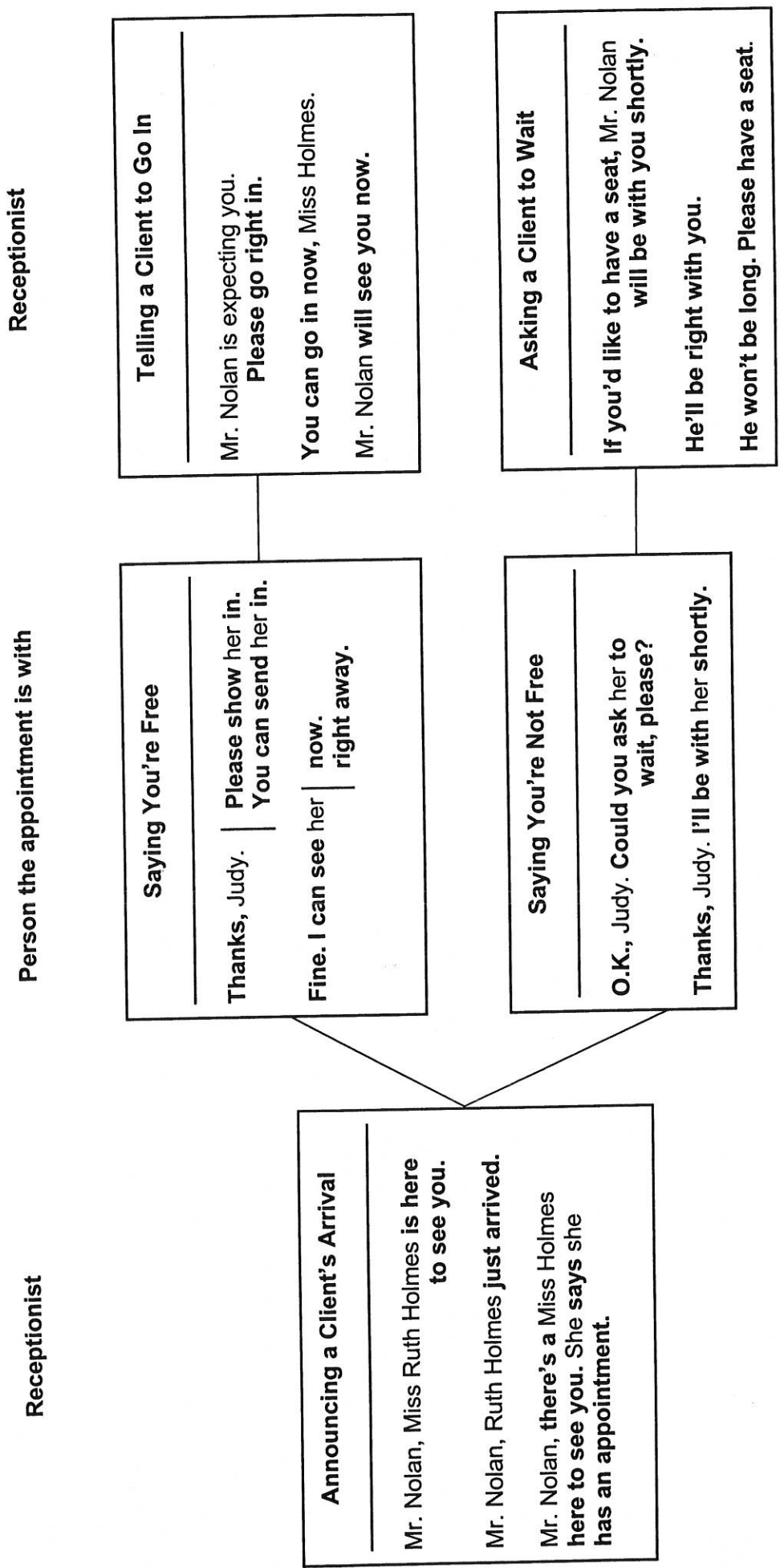
**Saying You Have an Appointment**

I'm Ruth Holmes. I have an appointment with Mr. Nolan for two o'clock.

Hello. I'm here to see Mr. Nolan. I have an appointment for two.

Yes, Mr. Nolan is expecting me. I'm supposed to see him at two.

ARRIVING FOR AN APPOINTMENT (continued)



## WELCOMING A CLIENT TO YOUR OFFICE

Person the appointment is with

Client

### Welcoming a Client to Your Office

Come on in, Miss Holmes. Have a seat.

Well, what can I do for you?

what did you come to see  
me about?

why are you here (this time)?

Good to see you again. Come right in.

How can I help you?

### Stating the Purpose of the Appointment

I'm here | to see you about drawing up a will.  
I've come |

I wanted to talk to you concerning | my property  
I'd like to discuss | settlement.

I'm here | about | my will.  
concerning |

It's concerning | my divorce papers.  
It's about |



## PRACTICE

### PRACTICE 1

**To the teacher**

- A. 1) Go over the instructions and do an example with the Ss. Point out the change of roles and functions after Number 5.
- 2) Have the Ss complete the conversations.
- 3) Correct with the Ss.

## P=1=

WRITE / SPEAK

SB p. 39

To practise the language used when arriving for an appointment.

- A. Complete the conversations using the cues provided.

**Receptionist/Secretary  
greet the client:**

**Client  
says he/she has an appointment:**

**Suggested  
KEY**

1.

Yes, can I help you?

\_\_\_\_\_

Yes, I'm Herbert Schneider.

I have an appointment with

Miss Clifford for 11:30.

**cues:** Miss Clifford/11:30

2.

Hello. Can I help you?

Yes, I'm from Wordset.

I'm here to see Mr.

Kaufman.

**cue:** Mr. Kaufman



3.

Good morning. May I  
help you?

Yes, we're the Mitchells.

We have an appointment to  
see the principal.

**cue:** principal

4.

Good afternoon, sir.

Good afternoon. I'm from  
the Department of Health.

I have an appointment with  
Mrs. Dunn for 3:30.

**cues:** Mrs. Dunn/3:30

5.

Yes, sir. *Can I help*  
*you?* \_\_\_\_\_  
\_\_\_\_\_

Mr. Sharma *is expecting*  
*me.* \_\_\_\_\_ I'm \_\_\_\_\_

\_\_\_\_\_  
Louise Turner.

**cue:** expect

**Receptionist/Secretary  
announces the client's arrival:**

6.

Mr. and Mrs. Shaw are

here to see you.

**cue:** Mr. and Mrs. Shaw

**Boss  
says he/she's free or not free:**

Thanks, Joyce. Could

you ask them to wait?

**cue:** wait

7.

There's a Mr. Mercier

here to see you.

**cue:** Mr. Mercier

Fine. I can see him right

away.

**cue:** right away

8.

Miss Thomas, the auditors

have just arrived.

**cues:** auditors/arrive

I'll be with them in a

minute.

**cue:** in a minute

9.

Mr. Osborne, there's a  
Miss Chang here to see you.  
She has an appointment.

**cue:** Miss Chang

Fine. You can show her  
in.

**cue:** show in

10.

Mrs. Makowski, the sales  
representative from Bicom  
is here to see you.

**cue:** sales representative  
 from Bicom

Could you ask him to wait,  
please? I'll be with him  
shortly.

**cues:** wait/with him shortly

**To the teacher**

- B. Divide the Ss into pairs to practise the conversations. Have each pair of Ss first read all of one S's conversations and then read all of the other S's conversations.

SB p. 42

- B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

## PRACTICE 2

**To the teacher****NOTE:**

Each number in this practice consists of a Conversation A, in which the Ss fill in blanks (modified cloze), and a Conversation B, to be written in by the Ss.

A. 1) Go over the instructions with the Ss.

2) For each number:

Play the tape or CD-ROM and have the Ss do the modified cloze for Conversation A.

3) Correct with the Ss.

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

SB p. 43

To practise the language for arriving for an appointment and welcoming a client to your office.

In Part A, you will complete conversations in which a receptionist announces the arrival of a client. In Part B, you will write conversations that follow those in Part A. Then, in Part C, you will practise the conversations you've written.

A. For each number:



Listen to the tape or CD-ROM and fill in the blanks in Conversation A.

**Script**

(Conversations A only)

**KEY "A"**

1.

**CONVERSATION A**

SECRETARY: Mr. Benson, there's a Miss Kathy Pearson here to see  
you.

MR. BENSON: That's fine. Please show her in.

**Suggested  
KEY "B"****CONVERSATION B**

*Come in, Miss Pearson.*

*Have a seat. How can I*

*help you?*

Mr. Benson

*I've come to see you about*

*getting a personal loan.*

Kathy Pearson

2.

### CONVERSATION A

RECEPTIONIST: Mrs. Mendoza, Mr. Rivers is here to see you about the  
Wellington contract.

MRS. MENDOZA: Thank you. I'm just looking it over right now. I'll be  
with him soon.

### CONVERSATION B

Good to see you again.  
Come right in. How can I  
help you?

Mrs. Mendoza

It's about the proposed  
deadline on the Wellington  
contract.

Mr. Rivers

3.

### CONVERSATION A

SECRETARY: Richard, Diane Leduc just arrived.

RICHARD: O.K. Please tell her I'll be with her shortly.  
And could you bring me her file, please?

### CONVERSATION B

Come right in, Diane.  
Well, what can I do for  
you?

Richard

I'm here to see you about  
my trust fund.

Diane Leduc

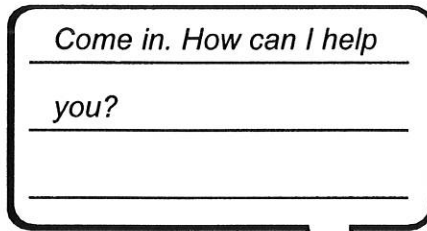
4.

CONVERSATION A

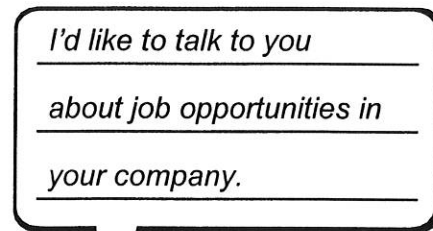
RECEPTIONIST: Mrs. Green, there's a Chris Novak here to see you.

MRS. GREEN: Thanks. I'll see him in about five minutes.

CONVERSATION B



Mrs. Green



Chris Novak

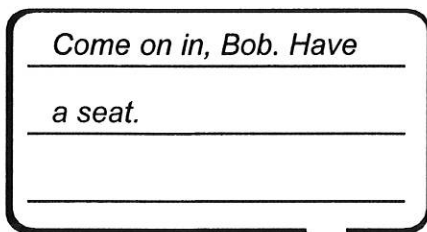
5.

CONVERSATION A

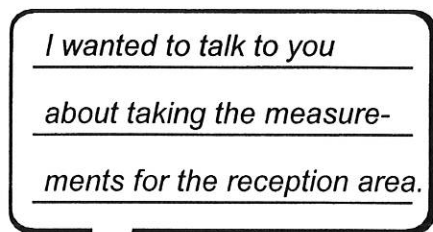
SECRETARY: Mr. Massey, Bob Martin is here to see you about the building plans.

MR. MASSEY: Good. You can send him in right away.

CONVERSATION B



Mr. Massey



Bob Martin

6.

### CONVERSATION A

RECEPTIONIST: Sandra, there's a Mrs. Stevens here to see you about her  
mortgage.

SANDRA: O.K. Send her right in. And would you get out her file for me,  
please?

### CONVERSATION B

*Good to see you again,  
Mrs. Stevens. What can I  
do for you?*

Sandra

*I'd like to discuss  
increasing my monthly  
payments.*

Mrs. Stevens

#### To the teacher

- B. 1) Go over the instructions with the Ss.  
2) Have the Ss write their conversations.  
3) Correct with the Ss.

SB p. 46

- B. For each number:

Read Conversation A.

Then write Conversation B.

Person the appointment is with – Welcomes the client. (first bubble)

Client – States the purpose of the appointment. (second bubble)

#### To the teacher

- C. Divide the Ss into pairs to practise the conversations from Part B. Have each pair first read all of one S's conversations and then read all of the other S's conversations.

SB p. 46

- C. Work with a partner.

Practise reading your corrected conversations from Part B and those of your partner.



## PRACTICE 3

**To the teacher**

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

**P=3=** WRITE / SPEAK

SB p. 47

To practise the language for welcoming someone to your office and stating the purpose of the appointment.

- A. Below are situations in which people go to see other people in their offices.

For each situation:

Read the situation and the opening line.

Then write a response stating the purpose of the appointment using an appropriate cue from the box.

- |   |                                       |
|---|---------------------------------------|
| • deadline on term paper / extension          | • personal problem / affecting work   |
| • problem with throat / chronic laryngitis    | • sell investments / not making money |
| • arrange loan / buy car                      | • file a grievance                    |
| • fire insurance on house / increase coverage | • son, Peter / problem with teacher   |

**Situation 1**

Edward Jones comes to see Mrs. Albert, his financial consultant.

MRS. ALBERT: Nice to see you again, Edward. What can I do for you?

**Suggested KEY**

EDWARD JONES: *Well, I wanted to talk to you about selling some of my investments. They aren't making any money.*

## Situation 2

Paul Morel meets with Dr. Lester, one of his university professors.

DR. LESTER: Have a seat, Paul. What can I do for you?

PAUL MOREL: Yes, it's about the deadline for the term  
paper. I'd like to have an extension if  
possible.

## Situation 3

Ann Radley comes to consult her chief steward, Al Martineau.

AL MARTINEAU: Hi, Ann. You don't look too happy.

ANN RADLEY: I'm not. I'm here to see you about filing a  
grievance.

## Situation 4

Karen Kirby comes to see Mr. Daniels, the credit manager of her bank.

MR. DANIELS: Hello, Miss Kirby. What can I do for you today?

KAREN KIRBY: Well, I've come to see you about arranging a  
loan. I'd like to buy a new car.

### Situation 5

**Fred Jerome has an appointment to see Maia Santini, the company psychologist.**

MAIA SANTINI: Nice to meet you, Fred. Is there something I can help you with?

FRED JEROME: Yes, I wanted to talk to you about a personal  
problem that's starting to affect my work.

### Situation 6

**Sandy Laird comes to see Hein Braun, a representative of Allsafe Assurance Company.**

HEIN BRAUN: Hi, Sandra. Nice to see you again. Anything I can do for you?

SANDY LAIRD: Yeah, I'd like to talk to you about the  
fire insurance on my house. I think I'd like  
to increase the coverage.

### Situation 7

**Nancy Wong has an appointment with Muriel Foley, principal of Lake Elementary School.**

MURIEL FOLEY: Have a seat, Mrs. Wong. What can I do for you?

NANCY WONG: It's concerning my son, Peter. He's having  
a problem with his teacher.

## Situation 8

Norman Lawrence consults Dr. Hershey, an ear, nose and throat specialist.

DR. HERSHEY: Well, Mr. Lawrence, I see Dr. Habib referred you to me.  
What seems to be the problem?

NORMAN  
LAWRENCE: I'm having problems with my throat. I have  
chronic laryngitis.

### 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 role play an example for the class.  
4) Have the Ss do the role plays.

SB p. 50

- B. Work with a partner.

Role play the situations in Part A.

For each situation:

Think about your role before you begin.

Begin the conversation with the exchange you completed in Part A.

Then continue the conversation.

Roles: S1 – first speaker

S2 – second speaker

Switch roles after Situation 4.

## PRACTICE 4 MAXI-ROLE PLAY

### To the teacher

#### NOTE:

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

You will need to photocopy the role cards on pp. 70-74. Make a set for each group of three Ss in the class, e.g. three sets for nine Ss. If you choose not to do the optional step below, you will have to number the role cards before you photocopy them.

### TAKING UP THE SITUATION

Go over the SITUATION, the ROLES, and the SCENARIO with the Ss.

### GOING OVER THE ROLE CARDS

Divide the class into groups of three and give each group a set of role cards.

#### Optional step: Sequencing the role cards

Have the Ss work with the other members of their group to decide on a logical order for the situations described on the role cards. Have the Ss number the cards consecutively from 1 to 13, using the SCENARIO on SB p. 51 to help them. Card Number 1 is given.

Have the Ss read the role cards and call out the pairs of speakers involved in each exchange. Write the responses on the BB. See below.

Exchanges:

- a) client and secretary
- b) secretary and client
- c) secretary and accountant
- d) secretary and client
- e) accountant and secretary
- f) secretary and client
- g) accountant and client

Collect all the sets of role cards.

## **SETTING UP THE ROLE PLAY**

Assign roles to the Ss and give them their role cards.

Refer to the SCENARIO to facilitate setting up the role play, especially when videotaping.

## **DOING THE ROLE PLAY**

Give the Ss a few minutes to read over the cards for their role. Make sure that the Ss understand all the information on their role cards.

Have the Ss do the role play.

Ss should repeat the role play once or twice to acquire more familiarity with the situation and speak more spontaneously.

## **P=4= maxi - role play**

SB p. 51

To practise the language for making an appointment and arriving for an appointment.

Your teacher will explain how to do this role play.

### **SITUATION**

**A client needs to see his/her accountant to get some information on tax exemptions. The accountant works with the firm Miller and Krupa.**

### **ROLES**

client, accountant, receptionist

### **SCENARIO**

#### **Act 1 - Making an Appointment**

On the telephone.

The client phones for an appointment.

Role cards: 1 – 2

#### **Act 2 - Arriving for the Appointment**

**Scene 1** Reception area of the accountant's office.

The client arrives for the appointment.

Role cards: 3 – 11

**Scene 2** Accountant's office.

The accountant welcomes the client to his/her office.

Role cards: 12 – 13



## ROLE CARDS

### Act 1 Making an Appointment

On the telephone.

The client phones for an appointment.

1.

<b>No. <u>1</u> CLIENT</b>	<table border="1"><thead><tr><th colspan="2">THURSDAY</th></tr></thead><tbody><tr><td>9:00</td><td rowspan="2">} <i>interview</i></td></tr><tr><td>10:00</td></tr><tr><td>11:00</td><td></td></tr><tr><td>12:00</td><td></td></tr><tr><td>1:00</td><td></td></tr><tr><td>2:00</td><td></td></tr><tr><td>3:00</td><td rowspan="2">} <i>staff meeting</i></td></tr><tr><td>4:00</td></tr></tbody></table>	THURSDAY		9:00	} <i>interview</i>	10:00	11:00		12:00		1:00		2:00		3:00	} <i>staff meeting</i>	4:00
THURSDAY																	
9:00	} <i>interview</i>																
10:00																	
11:00																	
12:00																	
1:00																	
2:00																	
3:00	} <i>staff meeting</i>																
4:00																	
<p>It's Tuesday. Call Miller and Krupa to make an appointment with your accountant for Thursday.</p> <p>Consult your Thursday schedule.</p>																	

2.

<b>No. ____ RECEPTIONIST</b>	<table border="1"><thead><tr><th colspan="2">THURSDAY</th></tr></thead><tbody><tr><td>9:00</td><td></td></tr><tr><td>10:00</td><td></td></tr><tr><td>11:00</td><td></td></tr><tr><td>12:00</td><td></td></tr><tr><td>1:00</td><td rowspan="2">} <i>visit to Goldstein and Ross</i></td></tr><tr><td>2:00</td></tr><tr><td>3:00</td><td></td></tr><tr><td>4:00</td><td></td></tr></tbody></table>	THURSDAY		9:00		10:00		11:00		12:00		1:00	} <i>visit to Goldstein and Ross</i>	2:00	3:00		4:00	
THURSDAY																		
9:00																		
10:00																		
11:00																		
12:00																		
1:00	} <i>visit to Goldstein and Ross</i>																	
2:00																		
3:00																		
4:00																		
<p>It's Tuesday. A client calls to make an appointment with his/her accountant for Thursday.</p> <p>Consult the accountant's schedule and make the appointment.</p>																		

### Act 2 Arriving for an Appointment

Scene 1 Reception area of the accountant's office.

The client arrives for the appointment.

3.

<b>No. ____ RECEPTIONIST</b>
<p>It's now Thursday. The client arrives at your desk.</p> <p>Greet the client.</p>

4.

No. \_\_\_\_

**CLIENT**

It's now Thursday. You arrive at the offices of Miller and Krupa.

Tell the receptionist that you have an appointment with your accountant.

5.

No. \_\_\_\_

**RECEPTIONIST**

Tell the client that you'll inform the accountant of his/her arrival.

Announce the client's arrival to the accountant.

6.

No. \_\_\_\_

**ACCOUNTANT**

You're on the telephone with another client. You'll be free in 10 minutes.

7.

No. \_\_\_\_

**RECEPTIONIST**

Ask the client to wait.

8.

No. \_\_\_\_

**ACCOUNTANT**

It's 10 minutes later. You're now free.

Inform the receptionist that you're ready  
to see the client.

9.

No. \_\_\_\_

**RECEPTIONIST**

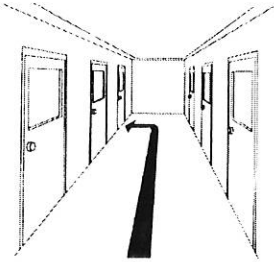
Respond to the accountant.

Tell the client that the accountant  
can see him/her now.

10.

<b>No. ____</b>	<b>CLIENT</b>
<p>Ask the receptionist for directions to the accountant's office.</p>	

11.

<b>No. ____</b>	<b>RECEPTIONIST</b>
<p>Give directions to the accountant's office.</p>	

Scene 2 Accountant's office.

The accountant welcomes the client to his/her office.

12.

<b>No. ____</b>	<b>ACCOUNTANT</b>
<p>The client comes in to see you. Welcome the client to your office.</p> <p>Find out the reason for the visit.</p>	

13.

No. \_\_\_\_

CLIENT

Tell the accountant the reason for your visit.

# UNIT 48

## ONGOING SITUATIONS

### PRESENTATION

To lead into the topic of talking about ongoing situations

Tape/CD

- 1) The first two conversations on tape or CD-ROM are used for the lead-in. See script, Conversations 1 and 2, p. 77.
- 2) Inform the Ss that they will listen to two conversations.
- 3) For Conversation 1:

Write the following questions on the BB and have the Ss jot down answers to them as they listen to Conversation 1:

When did the speaker move into his apartment?

Does he still live there?

Play Conversation 1.

Take up the questions with the Ss.

For Conversation 2:

Write the following questions on the BB and instruct the Ss to jot down answers to them as they listen to Conversation 2:

What's wrong with the person?

When did it start?

Does she still feel sick?

Play Conversation 2.

Take up the questions with the Ss.

Then ask the Ss, for example:

What kinds of situations are the speakers talking about in both conversations?  
(situations that began in the past and are still going on,  
i.e. ongoing situations)

**1** Modified Cloze  
**Talking About Ongoing Situations**  
 SB p. 53

**Script**

CONVERSATION 1

**KEY**

A: You know I've lived in this apartment for ten years and I've never had a single problem with the landlord.

B: You're lucky. We have problems with ours all the time.

CONVERSATION 2

A: My stomach's felt funny ever since lunch.

B: Maybe you had something that didn't agree with you.

CONVERSATION 3

A: I haven't seen Christine at all this morning. Is she in?

B: No, she's away today.

CONVERSATION 4

A: I've known the candidate personally for the past 12 years, so I don't think I should be on the selection board.

B: Oh, that's fine. We'll get somebody else.

CONVERSATION 5

A: But Bruce has wanted to be a doctor all his life. How come he quit medical school?

B: Well, he hasn't really quit. He's just taking some time off.



#### CONVERSATION 6

A: What a miserable day!

B: Yes, it's been raining off-and-on all day long.

#### CONVERSATION 7

A: I think we should take a break soon. We've been working on this for quite a while.

B: Sounds like a good idea. I think I'll go down and get some coffee.

#### CONVERSATION 8

A: How long have you been lifting weights now?

B: Oh, about three months. It's hard work but I want to keep it up.

#### CONVERSATION 9

A: Have you been working in this department long?

B: Yeah, since 1980 and I've seen a lot of changes.

#### CONVERSATION 10

A: How's your daughter's skating going?

B: Well, she hasn't been doing much since she started university. Her studies keep her pretty busy.

**To introduce the language for talking about ongoing situations**

Tape/CD \

- 4) Inform the Ss that they will listen to more conversations in which people talk about ongoing situations. See script p. 77.
- 5) Draw the following chart on the BB, without the answers, and have the Ss copy it.

**Suggested  
KEY**

Conversation	What ongoing situation are the speakers talking about?
1	<i>living in the same apartment</i>
2	<i>an upset stomach</i>
3	<i>not seeing Christine</i>
4	<i>knowing the candidate</i>
5	<i>wanting to be a doctor</i>
6	<i>the bad weather</i>
7	<i>working on a job</i>
8	<i>lifting weights</i>
9	<i>working in the same department</i>
10	<i>not skating</i>

- 6) Go over the question with the Ss.
- 7) Play the tape or CD-ROM. Have the Ss fill in the chart as they listen.
- 8) Check the information in the chart with the Ss. See KEY above.

**To focus on:**

- **formation of the present perfect**
- **use of the present perfect in ongoing situations, and relevant time expressions**

Text \

9) Inform the Ss that they will look at some of the conversations they have just heard. See p. 77.

10) Have the Ss turn to SB p. 53.

Tape/CD \

11) Have the Ss do the modified cloze for Conversations 1 to 5:

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 perfect. See STUDY p. 83.

Explain the use of the present perfect in the context of ongoing situations, and relevant time expressions. See STUDY p. 84. Have the Ss pick out these time expressions and circle them in their SBs. See KEY.

**To focus on:**

- **formation of the present perfect continuous**
- **use of the present perfect continuous in ongoing situations, and relevant time expressions**

12) Point out that the present perfect continuous is also used to talk about ongoing situations. See STUDY p. 83.

Text \

13) Inform the Ss that they will look at the remaining conversations. See p. 78.

Tape/CD \

14) Have the Ss do the modified cloze for Conversations 6 to 10:

Follow the same procedure as for Conversations 1 to 5.

Explain the formation of the present perfect continuous. See STUDY p. 83.

Explain the use of the present perfect continuous in the context of ongoing situations, and relevant time expressions. See STUDY pp. 83, 84. Have the Ss pick out these time expressions and circle them in their SBs. See KEY.

**To focus on 'for' and 'since'**

Text \

15) Have the Ss turn to SB p. 55. See p. 82.

16) For each number:

Elicit the appropriate word, **for** or **since**, from the Ss. Ss write the word in the space provided. See KEY.

Explain the choice of **for** or **since**. See STUDY p. 84.

1. A: I haven't seen a movie for \_\_\_\_\_ ages. Feel like going to one?  
B: Sure, what's playing?
2. A: Have you spoken to Sylvia since \_\_\_\_\_ yesterday?  
B: Yes, I spoke to her after lunch, and everything's under control now.
3. A: My phone's been ringing ever since \_\_\_\_\_ I got in this morning. I'll never finish this work.  
B: Maybe you should ask the secretary to hold your calls.
4. A: I've been wanting to take karate lessons for \_\_\_\_\_ a long time.  
B: So have I. Maybe we can go together.
5. A: Boy, am I starving! I haven't had anything to eat since \_\_\_\_\_ last night.  
B: Well, let's leave for lunch now, then.
6. A: I've been trying to catch up for \_\_\_\_\_ the past few weeks, but I've still got a lot to do.  
B: Yeah, I guess you had a lot of work waiting for you when you got back.
7. A: Darn buses! I've been waiting here for \_\_\_\_\_ half an hour.  
B: I know what you mean. They're always late in bad weather.
8. A: Yes, Bill, what can I do for you?  
B: Well, it's this printout. It says I've taken ten days of annual leave since \_\_\_\_\_ April, but according to my record, I've only taken eight.

## STUDY

SB p. 57

### Present Perfect and Present Perfect Continuous

The present perfect and present perfect continuous are both used to talk about ongoing situations. However, the present perfect continuous is used more often.

Present Perfect = have + past participle

affirmative		negative		interrogative	
I've	lived	I haven't	lived	have I	lived
you've		You haven't		have you	
he's/she's		he/she/hasn't		has he/she	
we've					
you've					
they've					

Present Perfect Continuous = have been + present participle  
(infinitive + **ing**)

affirmative		negative		interrogative	
I've	  been  reading	I haven't	  been  reading	have I	  been  reading?
you've		you haven't		have you	
he's/she's		he/she hasn't		has he/she	
we've					
you've					
they've					

The present perfect continuous is sometimes used to emphasize the idea of time either 'being' or 'seeming' long. Vocabulary and intonation can be used to make ideas positive or negative.

E.g. Positive and long - I've been living here for over 30 years and I love it!

Negative and seems long - I've been living here for three years and I hate it!

### Time Expressions Which Indicate Ongoing Situations

<b>for</b>	10 years a while the past month the last two weeks	<b>since</b>	1980 we met lunch
<b>all</b>	day (long) his life	<b>today, this week, month, ...</b>	

### For and Since

We use **for** to refer to the **duration** of the time period.

We've known each other **for six years**.

We use **since** to refer to the **beginning** of the time period.

We've been watching T.V. **since supper**.

I've wanted to talk to you **since I arrived this morning**.

### SUMMARY OF VERB FORMS

		Infinitive	Past Tense	Past Participle
<b>Regular Verbs</b>	The <b>past tense</b> and <b>past participle</b> are the same. They are formed by adding <b>-ed</b> to the infinitive.	watch play visit	watched played visited	watched played visited
<b>Irregular Verbs</b>	<p>Three types</p> <p>1. Two parts are the same (spelling and/or pronunciation)</p> <p>2. All three parts are different</p> <p>3. All three parts are the same</p>	<p>spend read bring come</p> <p>know speak write do be</p> <p>put cost let</p>	<p>spent read brought came</p> <p>knew spoke wrote did was</p> <p>put cost let</p>	<p>spent read brought come</p> <p>known spoken written done been</p> <p>put cost let</p>

## 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 sentences.  
 3) Correct with the Ss.

### **P=1=** WRITE

SB p. 59

To practise talking about ongoing situations.

- A. For each number:

Choose an appropriate verb from the list below to fill in the first blank in the conversation. Write the verb in the present perfect or present perfect continuous in the space provided.

<b>wait</b> <b>rehearse</b> <b>fly</b> <b>give</b> <b>collect</b>	<b>drive</b> <b>avoid</b> <b>play</b> <b>do</b> <b>gain</b>
---	---

Then choose a line from the box below to fill in the second blank in the conversation. Write the line in the space provided.

- **she's still not here**
- **ever since they announced it**
- **I've never won a tournament**
- **since I quit smoking**
- **since they got that new account**
- **since the age of seven**
- **ever since I found out I have high blood pressure**
- **it still looks like new**
- **ever since she was 18**
- **since the bus strike started**



KEY

1. A: Jill 's been flying / 's flown a plane ever  
since she was 18.  
B: Really. That's pretty young to start.
2. A: Would you like some salt on that?  
B: No, thanks. I 've been avoiding / 've avoided salt,  
ever since I found out I have high blood pressure.
3. A: Gee, Carl 's been doing / 's done a lot of overtime lately.  
B: Yeah, I hardly ever see him since they got that  
new account.
4. A: How've you been getting to work?  
B: Oh, Ted 's been giving / 's given me a ride every day, since the bus strike started.
5. A: You must be proud that Ingrid was chosen to play in the concert.  
B: I sure am! She 's been rehearsing / 's rehearsed  
for it night and day ever since they announced it.
6. A: You know I 've been gaining / 've gained a lot of weight since I quit smoking.  
B: But at least you're not coughing all the time and you must be feeling better too.

7. A: Hi, Alex, what are you still doing here? I thought you'd be gone by now.

B: Well, I 've been waiting / 've waited for Michelle for half an hour and she's still not here.

8. A: Ben are you signing up for the tournament next month?

B: Probably. You know, I 've been playing / 've played golf for years, but I 've never won a tournament. Maybe I'll be lucky this year.

9. A: Kevin 's been collecting / 's collected stamps since the age of seven.

B: Really. He must have stamps from all over the world.

10. A: Terry really takes care of his car. I'm sure he washes it every second day.

B: Yeah, he 's been driving / 's driven that car for over ten years and it still looks like new.

**To the teacher**

- B. 1) Divide the Ss into pairs and go over the instructions with them.
- 2) Have the Ss practise the conversations.

SB p. 61

B. Work with a partner.

Practise reading your corrected conversations with your partner.

## PRACTICE 2

**To the teacher**

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

**P=2=**

**WRITE / SPEAK**

SB p. 62

To practise talking about ongoing situations.

A. For each number:

Read the part of the conversation given.

Then add a sentence based on an appropriate cue from the box.

Write your sentences on the solid lines.

Then write an additional comment on the dotted lines to continue the conversation.

- negotiate/so long now
- be away sick/this week
- sit there/watching our house/nearly all day
- expect it/all week
- see/chiropractor/last two months
- make our own/several years now
- live in Florida/almost five years now
- swim there/years

**Suggested  
KEY**

1. A: How's your shoulder these days?

B: Much better. I 've been seeing a chiropractor  
for the last two months,  
 and I've noticed a big improvement.

A: I'm glad to hear that. How often do you have to go?

B: Twice a week.  
 -----  
 -----

2. A: Did you know they're closing the municipal beach?  
 B: You're kidding. We 've been swimming there for  
years.  
 A: Yeah, apparently the water's become too polluted.  
 B: That's too bad. They should do something about  
it.
3. A: Would your mother consider moving back here again?  
 B: I doubt it. She 's been living in Florida for  
almost five years now and she really likes it.  
 A: Does she get back here to visit very often?  
 B: Oh yeah, she comes at least twice a year and we  
go down there too.
4. A: Did you know that Nancy 's been away sick this  
week?  
 B: Oh. What's wrong?  
 A: I don't know exactly, but they say it's something pretty serious.  
 B: Is she in the hospital?
5. A: Mr. Jones phoned again about the parcel. He 's  
been expecting it all week.  
 B: That's funny. I mailed it last Friday.  
 A: Are you sure you sent it to the right address?  
 B: Yeah, I checked the label twice.

6. A: I wonder when we're going to get our new contract?  
 B: That's a good question. They 've been negotiating  
for so long now.  
 A: Do you think they'll reach an agreement soon?  
 B: No, they'll probably go to arbitration.  
 -----
7. A: Did you hear they're raising the price of wine by 20 percent?  
 B: Yeah, but it doesn't really bother me. We 've been  
making our own for several years now.  
 A: Really, I don't think I've ever had homemade wine.  
 B: Oh, it's very good. I'll bring you a bottle  
sometime.  
 -----
8. A: Do you know who that guy is in the green car over there?  
 B: No, why?  
 A: Well, he 's been sitting there watching our house  
nearly all day.  
 B: Maybe he's a detective or something.  
 -----

**To the teacher**

- B. Divide the Ss into pairs to practise the conversations. Have each pair of Ss first read all of one S's conversations and then read all of the other S's conversations.

SB p. 64

- B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

### PRACTICE 3 WHAT'S UP?

**To the teacher**

A. 1) Go over the instructions with the Ss.

2) For each interview:

Play the tape or CD-ROM and have the Ss take notes.

3) Discuss the information on the tape or CD-ROM with the Ss.

## P=3= *What's Up?*

SB p. 65

To practise talking about ongoing situations.

In part A, you will listen to people talking about unusual things they're attempting to do, and you will take notes. Then, in Part B, you will use these notes to role play.



A. Read the SITUATION:

**Phil Parker is the host of the radio show, 'What's Up?', a program about people and some of the unusual things they do. Phil interviews people on location and in the studio.**

You will hear the beginning of four different interviews with people attempting to do unusual things.

Listen to each interview and write down the information about the person being interviewed in the space provided. You will then use this information to role play. See Part B.

**Interview 1:** Scott Sutherland

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---

---

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**Interview 2:** Miss Walters

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---

---

---

**Interview 3: Roy Nemiroff**

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---

---

**Interview 4: Mrs. Dyer**

---

---

---

---

**To the teacher**

- B. 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 each pair record their interviews for class correction and discussion.

SB p. 66

B. Work with a partner.

You will role play the interviews you listened to in Part A.

Roles: S1 – p. 67

S2 – p. 69

S1

For Interviews 1 and 2, **you are the interviewer.**

You want to find out more about the guests. Look over the notes you took and prepare some questions that you might want to ask them about - what they're attempting to do, their personal lives, goals, etc.

e.g. How long have you been training?

What do you do for a living?

What do your friends/family think of what you're doing?

**Interview 1:**

---

---

---

---

**Interview 2:**

---

---

---

---



S1

For Interviews 3 and 4, **you are the guest.**

You will be interviewed. Look over the notes you took and write down additional information about yourself for the interview, for example, more details about what you're attempting to do, your personal life, and your goals.

**Interview 3:**

---

---

---

---

**Interview 4:**

---

---

---

---

## S2

For Interviews 1 and 2, **you are the guest.**

You will be interviewed. Look over the notes you took and write down additional information about yourself for the interview, for example, more details about what you're attempting to do, your personal life, and your goals.

**Interview 1:**

---

---

---

---

**Interview 2:**

---

---

---

---

For Interviews 3 and 4, **you are the interviewer.**

You want to find out more about the guests. Look over the notes you took and prepare some questions that you might want to ask them about - what they're attempting to do, their personal lives, goals, etc.

e.g.    How long have you been training?

          What do you do for a living?

          What do your friends/family think of what you're doing?

**Interview 3:**

---

---

---

---

**Interview 4:**

---

---

---

---

**Script****INTERVIEW 1**

- Phil: My next guest is Scott Sutherland who's been wheeling his way across the country in a wheelchair... Hi, Scott.
- Scott: Hi, Phil.
- Phil: So, can you tell our listeners how you feel now that you're at the halfway point in your Cross-Canada Wheel-a-Thon for multiple sclerosis?
- Scott: Well, it's tough going at times. I've been pushing myself pretty hard, but I'm sure I'm going to go all the way.
- Phil: Judging from the response you've gotten from the public so far, you seem to have a pretty good chance of meeting your objective.
- Scott: Yes. The organizers tell me we've been taking in over \$60 000 dollars a day. That's a lot of money, but we still need a lot more if we're going to set up a special research centre.

**INTERVIEW 2**

- Phil: So, Miss Walters, you've been standing on one foot for 40 hours now.
- Miss Walters: Yes I have, and I'm hoping to beat the old record of 72 hours.
- Phil: Alice Jefferson set that record in 1984, I believe.
- Miss Walters: That's correct, and I've been trying to beat it ever since.
- Phil: It sounds like a tough record to beat.
- Miss Walters: Yes, it's going to be difficult, but I'm really determined. I'm moving around on my foot quite a bit more this time and I think that'll make the difference.

### INTERVIEW 3

- Phil: Roy, why exactly are you here at Funtime Amusement Park?
- Roy: Well, it's because I want to set a new world's record for time spent on a roller coaster.
- Phil: You set the last record, 17 days. In Hamburg, wasn't it?
- Roy: Yes, but you always have to set new goals for yourself. This time my goal's 21 days, and I've been preparing myself with that goal in mind.
- Phil: Are you going to make it?
- Roy: You bet. I've been getting ready for this for a long time now. I'm not going to disappoint anyone, including myself.

### INTERVIEW 4

- Phil: Mrs. Dyer, you've been sailing around the world in your 25-foot yacht for how long now?
- Mrs. Dyer: Well, I left Vancouver 11 months ago, I've visited 14 countries so far. It's been absolutely magnificent.
- Phil: Tell me, though, don't you get a bit lonely at sea all by yourself?
- Mrs. Dyer: No, not really. There's always a lot to do. Plus, I've been putting my thoughts down on paper. You never know, maybe I'll want to write a book one day.

# UNIT 49

## SHOWING HOW

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### PRESENTATION

---

#### PART I

#### ASKING FOR INSTRUCTIONS

To lead into the topic of showing how
---------------------------------------

Illustration \

- 1) Have the Ss turn to SB p. 71. See p. 100.
- 2) Discuss the picture with the Ss. You can ask them, for example:

What is this machine?

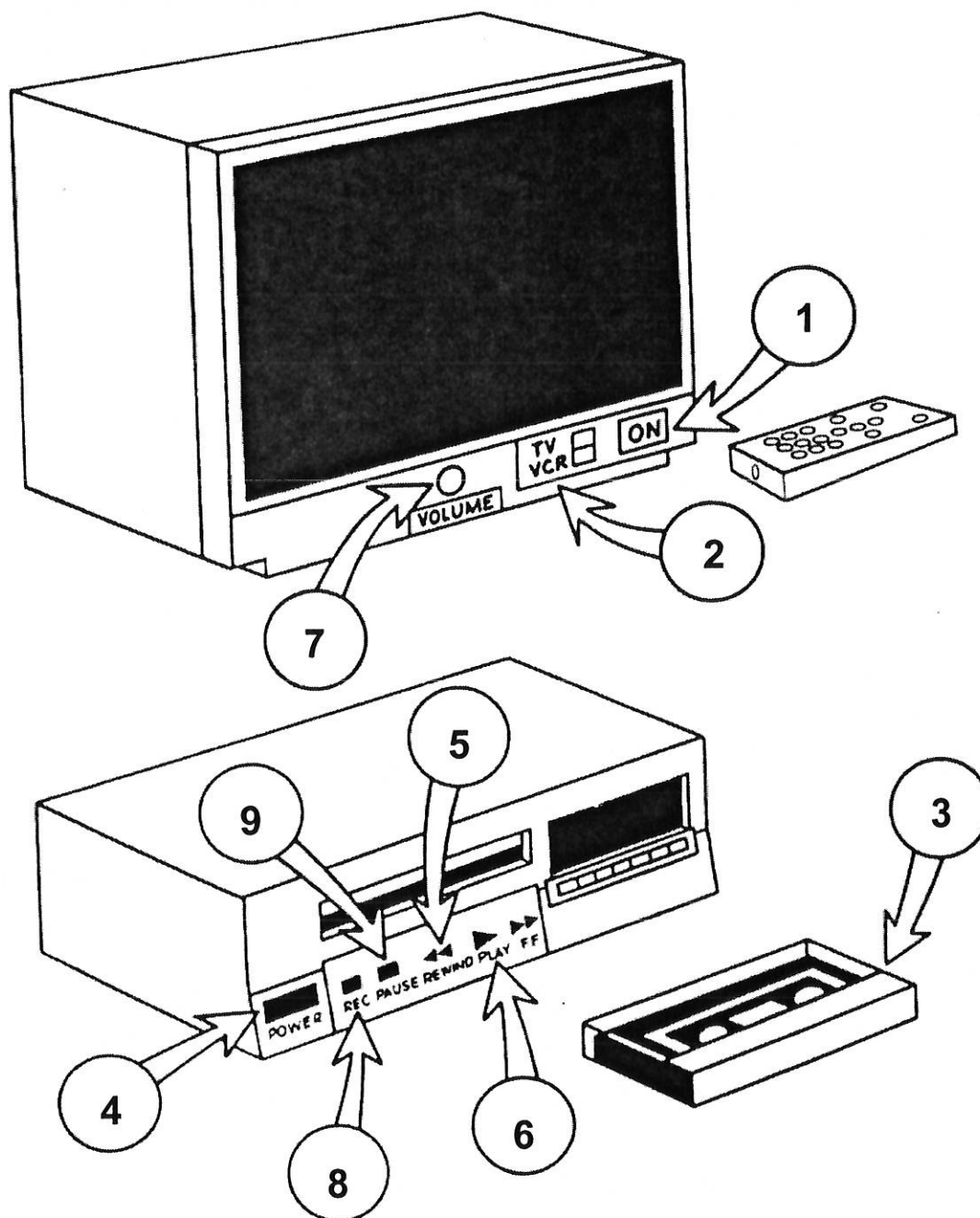
Have you ever used one?

Is it easy to use?

**1 Showing How**

SB p. 71

**KEY**



**To focus on the exponents for asking for instructions**

Situation \

- 3) Present the SITUATION to the Ss:

**You've just bought a new VCR. You want to find out how to use it.**

Telegraphic cues \

- 4) Ask the Ss what kinds of things they might ask the salesclerk about. List the Ss' responses in telegraphic form on the BB, for example:

how to connect it to T.V. set  
 how to record  
 how to stop it  
 how to play back  
 how to program it

- 5) Elicit the exponents for asking for instructions. Go through the list and ask the Ss, for example:

What might you say to the salesclerk if you wanted to find out these things?

Write the exponents on the BB. See STUDY p. 105.

## PART II

### GIVING INSTRUCTIONS

**To introduce the language for giving instructions**

Situation \

- 1) Present the SITUATION to the Ss:

**Pamela Kozak is going to give a presentation. She needs to use the VCR and she's not familiar with the model. She goes to the technician for instructions.**

Tape/CD \

- 2) Inform the Ss that they will listen to the conversation between Pamela and the technician. See script p. 102.

Illustration \

- 3) Have the Ss turn to the picture again. See p. 100.
- 4) Play the tape or CD-ROM and have the Ss number the steps in the instructions.
- 5) Check the information with the Ss. See KEY.



## Script

## KEY

PAMELA:	I've got to give a training session this afternoon, so could you show me how to use this VCR?
TECHNICIAN:	Sure. It's not difficult at all. <u>The first</u> <u>thing you do is</u> _____ turn on the television set.
PAMELA:	Where's the 'on' button? Oh, here.
TECHNICIAN:	<u>After that</u> _____, you check this switch right beside it, and you put it on VCR.
PAMELA:	Right.
TECHNICIAN:	<u>Next</u> _____, you insert the cassette. <u>Make sure</u> you put it in with the printed side up.
PAMELA:	I see.
TECHNICIAN:	<u>Don't forget</u> you also have to turn on the power.
PAMELA:	This button?
TECHNICIAN:	Yes. <u>Then</u> _____, to start your tape at the beginning, you rewind all the way. It stops automatically and you're all set to go. Just push the 'play' button <u>and then</u> _____ adjust the volume on the T.V. set.
PAMELA:	Sounds simple enough.
TECHNICIAN:	<u>Now</u> _____, <u>be sure</u> you don't press the 'record' button. If you do, you might erase the tape.
PAMELA:	O.K. What do I do if I want to stop and explain something?
TECHNICIAN:	No problem. Just push the 'pause' button right here. But <u>be careful not to</u> leave it on pause for too long, otherwise you could damage your cassette.
PAMELA:	And to get it going again, I just press the 'pause' button again, right?
TECHNICIAN:	Yeah.
PAMELA:	O.K. Thanks a lot.
TECHNICIAN:	Any time.

**To focus on connectors in the context of giving instructions**

Text \

- 6) Inform the Ss that they will look at the conversation that they have just heard. See p. 102.

- 7) Have the Ss turn to SB p. 72.

Tape/CD \

- 8) 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 division on the script to go over the answers with the Ss. See KEY.

Explain the connectors. See STUDY p. 105.

**To focus on the exponents for giving warnings**

- 9) Point out to the Ss that often when you give instructions you also give warnings.

Text \

- 10) Have the Ss look at the conversation again. Have them try to identify the exponents for giving warnings and circle them in their SBs. See KEY p. 102.

- 11) Elicit other exponents for giving warnings and write them on the BB. See STUDY p. 106.

**To focus on separable two-word verbs in the context of showing how**

Text \

- 12) Have the Ss turn to SB p. 73. See p. 104.

- 13) For each number:

Have the Ss try to complete the sentence(s) by choosing the appropriate separable two-word verb(s) from the list on the side. Ss write the words in the spaces provided. See KEY.

Explain the separable two-word verbs. See STUDY p. 106.

**Suggested  
KEY**

1. A: Can you show me how to set up this flipchart?

B: Sure, it's easy. First you hold it like this. Then you pull the legs out. See? That's all there is to it.

2. Oh, by the way, just one more thing. Don't forget to put on your safety glasses. It's a good idea to wear them when you're working on a machine like this.

**throw away**

3. A: How do I learn more about our pension plan?

**put on**

B: There's a booklet on it. I think you can pick one up at the personnel office.

**set up**

4. Leave it in the oven for about three hours. But about an hour before you take it out, take the lid off.

**take off**

**fill out**

5. A: How do I get the post office to redirect my mail?

**put away**

B: All you have to do is go to your local post office, and fill out a special card. I think they charge about \$15.

**pick up**

6. A: It's time to get ready for bed, Peter.

**take out**

B: Do I have to?

**learn about**

A: Yes, you do. And be sure to put all your toys away. You know where they go.

7. Separate the copies. The white one goes in our files, the blue one goes to Accounts Payable, and we don't use the pink one. You can just throw it away.

## STUDY

SB p. 75

### Asking for Instructions

**How does** this machine **work**?  
**Could you show me how** to use it?  
**Can you explain to me how** it works?

**How do you** program it?

**What do I do** | **if I want to** stop and explain something?  
**when I want to** record?

**How do I get it to** play back?

**How do I make it** play back?

### Giving Instructions

#### Connectors

When giving instructions, we often use the following connectors:

the first thing	(and) then	finally
you do is	after that	and last (of all)
first (of all)	next	the last thing is
	now	

**First of all, you** turn it on.  
**Then (you)** put it on VCR.  
**Next (you)** insert the cassette.  
**After that (you)** turn on the power.  
**And then (you)** rewind your tape.  
**The last thing is** to remove the tape.

## Giving Warnings

<b>Make sure</b>	<b>you</b> put the cassette in this way. <b>you don't</b> press the record button.
<b>Don't forget</b> <b>Remember</b>	<b>to</b> turn the power on.
<b>Be careful</b> <b>Be sure</b>	<b>not to</b> leave it on pause for too long.

### Separable Two-Word Verbs\*

A two-word verb usually consists of a **verb** plus an **adverb** or a **preposition**.

First of all, **turn on** the T.V. set.

**Look up** the words you don't know in your dictionary.

A two-word verb often has a synonym which is more formal.

<b>Look over</b> <b>Examine</b>	the proposal carefully before you	<b>turn it down.</b> <b>reject it.</b>
I'll	<b>pick out</b> <b>select</b>	the artwork for the main hall.
We	<b>put off</b> <b>postponed</b>	the meeting until Monday.

\* Note: If the object of a separable two-word verb is a simple noun phrase (i.e. article + [optional adjective] + noun), the verb can either be kept together or separated.

E.g. Together - Turn on the T.V. set.

Separate - Turn the T.V. set on.

When the object is complex (article + noun + clause), for clarity it may be preferable to keep the parts of the verb together.

E.g. Together - Look up the words you don't know in your dictionary. (clear message - preferable)

Separate - Look the words you don't know up in your dictionary. (less clear - NOT recommended)

If a pronoun is the object, the verb must separate. Compare the noun and pronoun examples.

E.g. Noun (together or separate) - Turn down the proposal. / Turn the proposal down.

Pronoun (separate) - Turn it down. (the only possibility)

## PRACTICE

## PRACTICE 1

### To the teacher

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

**P** 1        WRITE

SB p. 77

To practise the language for asking for instructions.

Write what you would say to ask for instructions in the following situations.

	<b>You're:</b>	<b>You want instructions on:</b>	<b>You ask:</b>	<b>Suggested KEY</b>
1.	interested in buying a new camera	how to take indoor shots	a sales-clerk	<i>How do I take indoor shots?</i>
2.	taking a word processing course	how to set up the margins	the instructor	<i>Could you show me how to set up the margins?</i>
3.	a new employee	the filing system	a colleague	<i>Can you explain to me how the filing system works?</i>

	<b>You're:</b>	<b>You want instructions on:</b>	<b>You ask:</b>	<b>Suggested KEY</b>
4.	unfamiliar with the new electronic security system in your office	the procedure to follow in case the alarm goes off	your boss	<u>What do I do if the</u> <u>alarm goes off?</u> _____
5.	interested in getting group medical insurance	how to apply	the pay clerk	<u>How do I apply for</u> <u>group medical insurance?</u> _____
6.	thinking of starting up a company	how to register the company	a lawyer	<u>What do I do to register</u> <u>my company?</u> _____
7.	claiming travel expenses	how to fill out the form	the secretary	<u>Could you show me how</u> <u>to fill out the form</u> <u>for travel expenses?</u> _____
8.	taking first- aid training	what to do in case someone faints	the instructor	<u>What do I do if someone</u> <u>faints?</u> _____

**PRACTICE 2****To the teacher**

- 1) Go over the instructions with the Ss.
- 2) For each conversation:

Play the tape or CD-ROM and have the Ss identify the object.

Play the tape or CD-ROM again and have the Ss do the modified cloze.

Correct with the Ss.

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

SB p. 78

To practise listening to people giving instructions.

You will hear three conversations in which one person gives another person instructions on how to use a certain object.



For each conversation:

Listen and write the name of the object in the box provided.

Then listen again and fill in the blanks to complete the instructions on how to use the object.



Script

KEY

CONVERSATION 1 -

OBJECT: *slide projector*

A: Do you think you could show me how to set this up ?

B: O.K. The first thing you do is plug it in and connect the remote control.

A: This is the remote control?

B: That's right. You press this button to advance your slides and this one to go back. O.K. Now , to put your tray in, press this green button and turn the tray like this until it clicks into place.

A: Right.

B: After that, turn on the light. And there's your first slide.

A: Great. Thanks.

B: No problem. And don't forget to focus your picture. It's the knob right here.

CONVERSATION 2 -

OBJECT: *exercise bicycle*

A: So, how do you make it work?

B: You don't make it work. It makes you work! Get on. I'll show you. O.K. Now, make sure you adjust the seat so it's the right height for you.

A: O.K. Seems fine.

B: Then you turn this knob to set the tension. You see? 'Increase, decrease'.

A: O.K. Yeah.

B: Next , if you want to time yourself, you set the timer for anything up to 30 minutes.

A: Oh yeah? I think I'll start with five.

B: Sure, it's good to start slow and work up. Then just hold onto the handlebars and start to pedal.

## CONVERSATION 3 -

<b>OBJECT:</b> <i>intercom</i>
--------------------------------

A: Can you explain to me how it works ?

B: Sure, it's simple. When there's a call, you'll hear a buzz and one of these buttons will start flashing.  
Push the one that's flashing and take the call.

A: What do you want me to say when I answer?

B: You say, 'Good morning, Pay Division.' O.K.? Now  
use this pad to take messages.

A: All right.

B: Now, when the caller asks to speak to someone this is how you transfer the call. First, be sure to press this red button to put him on hold. After that, press the intercom button and dial the person's intercom number. You have the list right here.

To the teacher

**PRACTICE 3****NOTE:**

Use student tapes or CD-ROMs one and two for this practice.

- A. 1) Divide the Ss into two groups: S1's and S2's. Ss turn to the appropriate pages in their SBs.
- 2) Go over the instructions and any new vocabulary with each group.
- 3) Give the groups their respective tapes or CD-ROMS.
- 4) Have the Ss in each group listen to their tape or CD-ROM, do the matching exercise, and take notes.
- B. and C. 1) Divide the Ss into pairs, each pair having an S1 and an S2.
- 2) Go over the instructions with the Ss.
- 3) Have the Ss do the role plays.
- 4) To correct, the Ss compare their pictures.

# P

## 3

### LISTEN / SPEAK

SB p. 80

To practise listening to and giving instructions.

Roles: S1 – p. 81

S2 – p. 83



## A. Work in a group.

The series of pictures below illustrates **how to get a good suntan without burning**. Look at the pictures and the vocabulary hints.

You will hear a conversation in which one person asks for instructions and the other person responds.






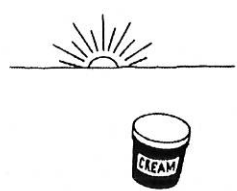
Listen to the conversation and write the vocabulary hints under the appropriate picture.

Listen to the conversation again and take additional notes. Then check your information with the other members of your group. You will use this information to role play. See Part B.

## KEY

## Hints

## Vocabulary

How to Get a Good Suntan without Burning		
 <p><i>Wet your skin.</i></p> <hr/> <hr/> <hr/>	 <p><i>Put on sunscreen.</i></p> <hr/> <hr/> <hr/>	 <p><i>Cover head.</i></p> <hr/> <hr/> <hr/>
 <p><i>Lie down flat.</i></p> <hr/> <hr/> <hr/>	 <p><i>Turn over.</i></p> <hr/> <hr/> <hr/>	 <p><i>Put on</i> <i>moisturizer.</i></p> <hr/> <hr/> <hr/>

lie down  
flat

put on  
moisturizer

cover head

wet your skin

turn over

put on  
sunscreen

S1

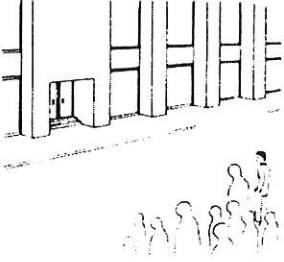

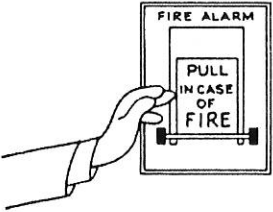
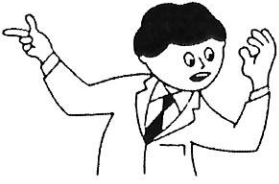


B. Work with a partner.

Now explain to your partner **how to get a good suntan without burning** using the pictures and your notes.

C. Work with a partner.

The series of pictures below shows **what to do in case of fire**. Ask your partner for the instructions and number the pictures to indicate the correct order.

KEY

What to Do in Case of Fire		
<p>6</p> 	<p>5</p> 	<p>2</p> 
<p>3</p> 	<p>1</p> 	<p>4</p> 

## A. Work in a group.

The series of pictures below illustrates **what to do in case of fire**. Look at the pictures and the vocabulary hints.






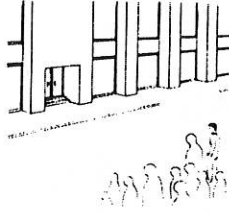
You will hear a conversation in which one person asks for instructions and the other person responds.

Listen to the conversation and write the vocabulary hints under the appropriate picture.

Listen to the conversation again and take additional notes. Then check your information with the other members of your group. You will use this information to role play. See Part B.

## KEY

## Vocabulary Hints

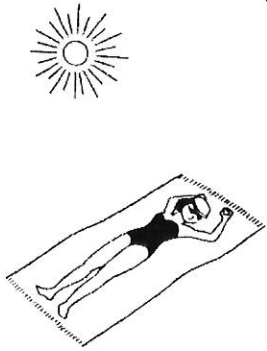

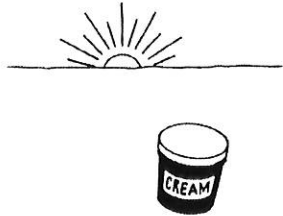
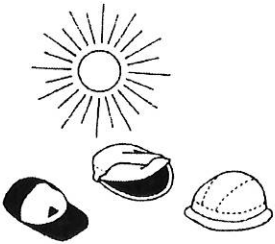

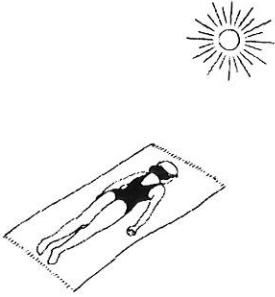
What to Do in Case of Fire			
 <p>Use fire extinguisher.</p>	 <p>Set off alarm.</p>	 <p>Warn everyone.</p>	<p>warn everyone</p> <p>get out of building</p>
 <p>Phone fire department.</p>	 <p>Get out of building.</p>	 <p>Wait across the street.</p>	<p>wait across the street</p> <p>set off alarm</p> <p>phone fire department</p> <p>use fire extinguisher</p>

S2

B. Work with a partner.

The series of pictures below shows **how to get a good suntan without burning**. Ask your partner for the instructions and number the pictures to indicate the correct order.

KEY

How to Get a Good Suntan without Burning		
<p>4</p> 	<p>1</p> 	<p>6</p> 
<p>3</p> 	<p>2</p> 	<p>5</p> 

C. Now explain to your partner **what to do in case of fire** using the pictures and vocabulary hints.

**Script 1**

A: You always have such a beautiful suntan. How do you do it without burning?

B: Well, the most important thing is to do it gradually and there're certain steps you're supposed to follow.

A: Really? Tell me how you do it.

B: Well, first of all you're supposed to splash yourself with water or take a shower to wet your skin.

A: Oh, yeah, I read somewhere that water was good for tanning.

B: That's right. Then you put on suntan lotion. Make sure to use one that has a good sun screen.

A: Yeah.

B: Also, be sure to cover your head with a cap or something.

A: Yeah, I usually wear a hat in the sun anyway.

B: And lie down flat in the sun. Then comes the really important part. Turn over every 15 minutes. That'll keep you from burning.

A: But you can't stay out very long on the first day, can you?

B: Oh, no. Remember you have to start gradually – not more than 15 minutes the first day. And don't forget to put some moisturizer on your skin in the evening.

**Script 2**

- A: I'm the fire marshal for this floor and I'm here to talk about what to do in case there's a fire. Now, there's really only a few things to remember, but they're really important. First, if it's a small fire, say in a wastepaper basket or something, you can use a fire extinguisher to put it out. Do you all know where the extinguisher is?
- B: Yeah, it's outside the washrooms.
- A: Right. But, if the fire looks dangerous, set off the fire alarm right away. O.K. Do you know what to do next?
- B: We warn people around us.
- A: Right and then?
- C: And then we get out of the building.
- A: No, there's one thing you have to do before that. Anybody know?
- B: Call the fire department.
- A: Right and after that, you evacuate the building. Once you're outside, be sure not to stand too close to the building. Go across the street and wait for instructions.



## PRACTICE 4      SHOW 'N' TELL

### To the teacher

Each S will demonstrate something to the class. The activity will require preparation in advance and can take place over several days.

### PREPARATION

Ask each S to think of something interesting to demonstrate to the class. You can suggest, for example:

- a game
- a special recipe
- a dance step
- a musical instrument
- a hobby or craft
- an unusual gadget

Inform the Ss that they can bring the item, ingredients, finished product or music to the class for the demonstration.

Have the Ss prepare their demonstrations. Ss may need help with their instructions.

### DEMONSTRATIONS

Have the Ss do their demonstrations for the class.

### FOLLOW-UP

The demonstrations can be followed by a class activity in which everyone participates. This could take the form of, for example:

- a games period
- a food-tasting feast
- a dance class
- a musical period
- a hobby and craft display

## **P=4=** *Show 'n' Tell*

SB p. 85

To practise explaining how to do something.

Choose something you would like to demonstrate to the class.

Your teacher will give you more information.

# UNIT 50

## HEALTH

---

### PRESENTATION

---

#### PART I

#### PARTS OF THE BODY

<b>To focus on vocabulary for the parts of the body</b>
---

Illustration \

- 1) Have the Ss turn to SB p. 87. See p. 120.
- 2) Inform the Ss that these pictures illustrate special exercises for different parts of the body.

For each number:

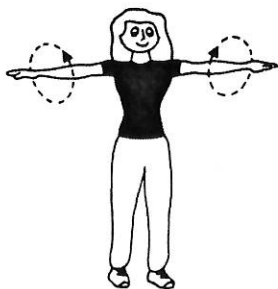
Have the Ss look at the picture and try to identify the part(s) of the body the exercise is for, referring them to the words in the box if necessary. Ss write the words in the spaces provided. See KEY.

**1** Parts of the Body

SB p. 87

**KEY**

1.



arms, shoulders

2.



waist

3.



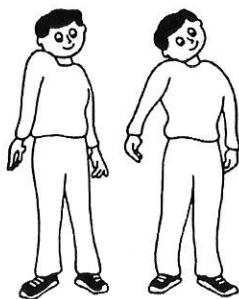
calves, feet

4.



wrists

5.



shoulders, neck

6.



abdomen/stomach, back

7.



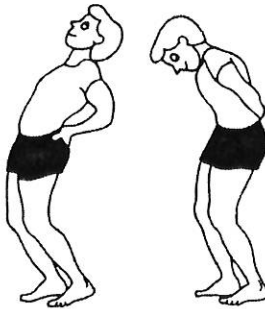
*ankles*

8.



*chest, arms*

9.



*back, neck*

10.



*hips, thighs, waist*

ankle	fingers	neck
arm	foot	shoulder
back	hand	stomach/abdomen
buttocks/behind	head	thigh
calf	hip	toes
chest	knee	waist
elbow	leg	wrist

To focus on vocabulary for parts of the head and face

Illustration

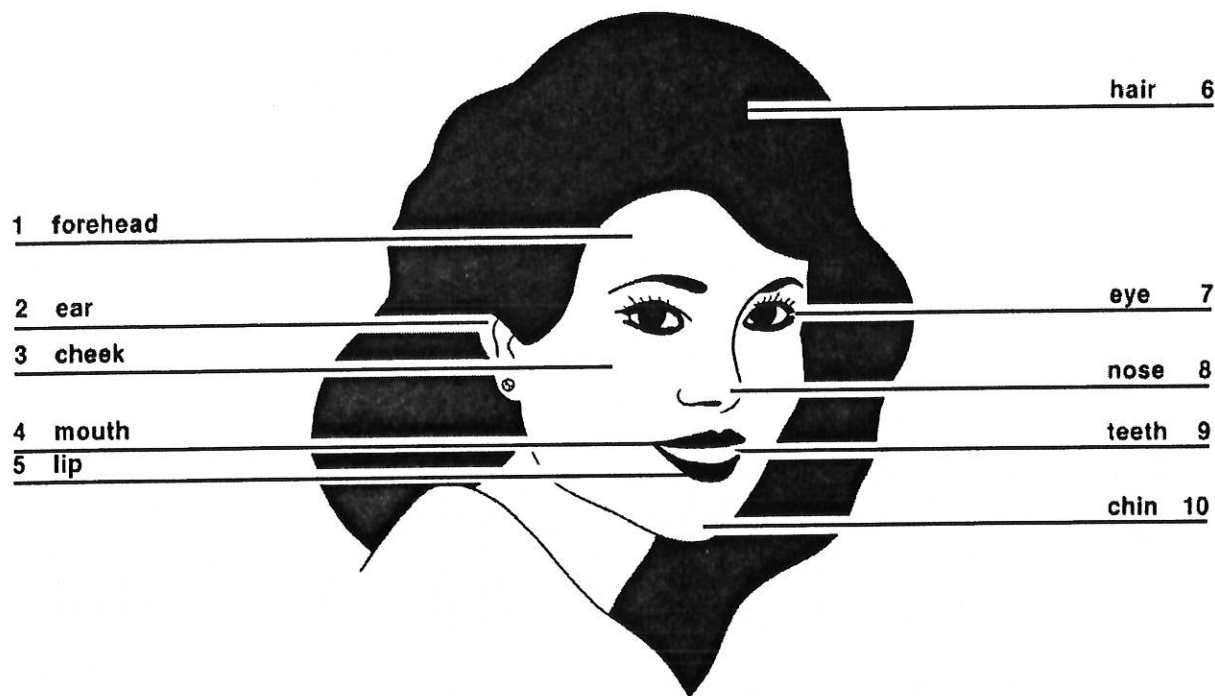
3) Have the Ss turn to SB p. 89. See below.

4) Elicit the parts of the head and face indicated in the picture referring the Ss to the words in the box if necessary. Ss write the words in the spaces provided. See KEY.

## 2 Parts of the Head and Face

SB p. 89

KEY



cheek	ear	forehead	lip	mouth
chin	eye	hair	nose	teeth

**PART II**  
**SAYING YOU'RE NOT WELL**

**To lead into the topic of health**

Illustration

- 1) Have the Ss turn to SB p. 90. See below.
- 2) Discuss the picture with the Ss. You can ask them, for example:

What's the matter with this man?

How can you tell he has a bad cold?

**3** **Health**  
SB p. 90



**To focus on the exponents for saying you're not feeling well**

Telegraphic cues

- 3) Ask the Ss what other kinds of common ailments people have. List the Ss' responses in telegraphic form on the BB, for example:

flu	hangover
cough	headache
sore back	toothache
sore throat	hay fever
upset stomach	allergies

- 4) Elicit the exponents for saying you're not well. Go through the list and ask the Ss, for example:

What might you say if you were suffering from one of these ailments?

Write the exponents on the BB. See STUDY p. 128.

**PART III**

**RESPONDING**

**To lead into the topic of responding**

Face-to-face

- 1) Ask the Ss, for example:

How might you respond when people say they're not well?  
(express sympathy and offer advice)

**To focus on the exponents for expressing sympathy**

Situation \

- 2) Present the SITUATION to the Ss:

**Bob tells you he thinks he's coming down with the flu.**

- 3) Elicit the exponents for expressing sympathy. Ask the Ss, for example:

What might you say to Bob to express sympathy?

Write the exponents on the BB. See STUDY p. 129.

**To focus on:**

- **exponents for offering advice**
- **should and ought to**

Situation \

- 4) Elicit the exponents for offering advice. Ask the Ss, for example:

What might you say to Bob to offer advice?

Write the exponents on the BB. See STUDY p. 129.

Explain the use of **should** and **ought to** when offering advice. See STUDY p. 129.

**To have the Ss try the language for saying you're not well and responding**

- 5) Have the Ss turn to SB p. 91. See p. 126.
- 6) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play using the cues provided.



**4****Saying You're Not Well and Responding**

SB p. 91

Roles: S1 – Say you're not well 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. bad headache
2. always tired
3. stiff neck
4. have trouble breathing
5. sore throat
6. rash on arms

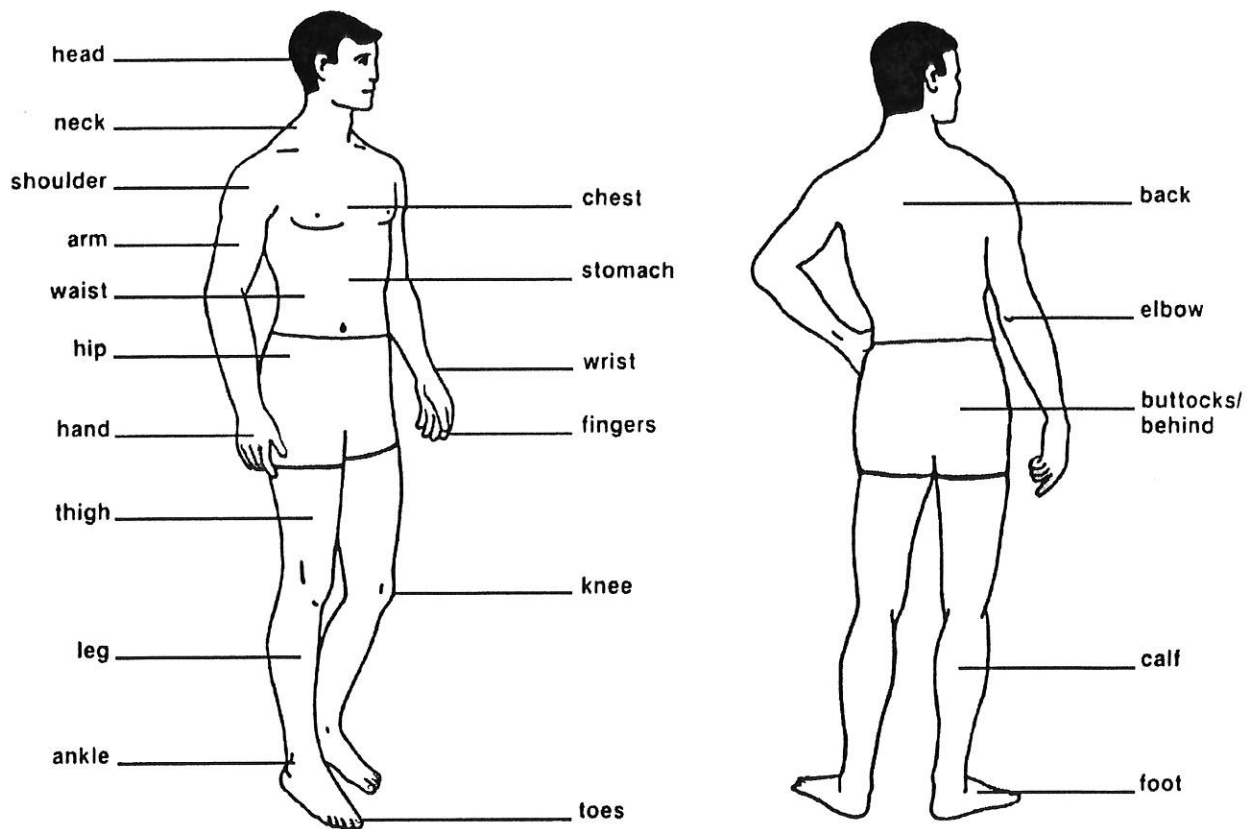
**S2**

1. Offer advice.  
– lie down for a while
2. Offer advice.  
– get more sleep
3. Express sympathy.  
Offer advice.  
– take an aspirin
4. Offer advice.  
– see a doctor
5. Express sympathy.  
Offer advice.  
– hot tea with honey
6. Express sympathy.  
Offer advice.  
– see a dermatologist

## STUDY

SB p. 93

### Parts of the Body



### Parts of the Head and Face

cheek	hair
chin	lip
ear	mouth
eye	nose
eyebrow	nostril
eyelashes	teeth
forehead	tongue

## Saying You're Not Well

I'm not feeling very well. I think I'm		getting coming down with		the flu.
--	--	-----------------------------	--	----------

I feel		lousy. awful. terrible. sick. ill.		It's my hay fever again.
--------	--	--	--	--------------------------

I don't feel		so good. so hot. well at all.		My arthritis is bothering me. My allergies are acting up again.
--------------	--	-------------------------------------	--	--

I have a bad cold. I've got a terrible headache. I really don't know what to do about this cough.		I can't seem to get rid of it.
--	--	--------------------------------

My back is killing me.  
My throat feels terrible.

## Responding

### Expressing Sympathy

**That's too bad.**

**I'm sorry to hear that.**

**I sympathize with you.**  
**There's nothing worse than**  
 a sore back.

### Offering Advice

**Why don't you** go home and get some rest?  
**What you need is** a few days rest.

**Have you tried taking** some cough syrup?

**Should** and **ought to** are often used when offering advice.

**Maybe you should** see a doctor.

**You really ought to** be in bed.

Sometimes sympathy (or concern) and advice are expressed indirectly.

Yeah, your cold really sounds  
 worse.

Yeah, you do | look a little under  
 the weather.  
 | look pooped.

Are you taking anything for it?  
 Is there anything you can take for it?

Take care (of yourself).



## PRACTICE

### PRACTICE 1

#### To the teacher

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

## P=1== LISTEN

SB p. 97

To practise the vocabulary for parts of the body.

You will hear a series of conversations in which people refer to different parts of the body.



Listen to each conversation and identify the part(s) of the body you think the people are referring to. Write your answers in the space provided.

#### KEY

Conversation	Parts of the Body
1	<i>eyes</i>
2	<i>ears</i>
3	<i>leg</i>
4	<i>neck</i>
5	<i>back</i>
6	<i>hair</i>
7	<i>waist/stomach</i>
8	<i>hands</i>
9	<i>teeth</i>
10	<i>behind</i>

**Script**

1. A: O.K. Now try to read the bottom line.  
B: P E Z... Is that an O? I can't really read the rest.
2. A: I can't hear you very well. Could you turn your radio down?  
B: Sure. Just a moment.
3. A: How bad is it?  
B: It's pretty bad. His cast goes all the way from his thigh to his foot.
4. A: What about this one, sir?  
B: Yeah, that's nice. Do you have it in a 16-inch collar?
5. A: I don't remember lifting anything particularly heavy.  
B: Maybe not, but I think you've slipped a disk anyway.
6. A: Hey, what's this? Do I see some grey?  
B: I'm afraid so. It runs in the family. My father went grey very early.
7. A: Look at this, I can't do up my belt anymore.  
B: Guess it's time to go back to cottage cheese and fruit!
8. A: You should really wear gloves in weather like this.  
B: I know, but I always lose them.
9. A: Is it this one?  
B: No, it's the one at the back. It hurts every time I drink something very hot or very cold.
10. A: It's O.K., Mr. Roberts. You won't feel a thing.  
B: Oh, yeah. That's what you said last time and I couldn't sit down for a week.

**PRACTICE 2****To the teacher**

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

# P=2= WRITE

SB p. 98

To practise the vocabulary for parts of the head and face.

In the following statements, actions associated with the different parts of the head and face are in dark print.

Read the statements. Then write the appropriate parts in the spaces provided.

## KEY

- |  |   |
|--|---|
| <p>1. Before they put in the sound-proofing you could <b>hear</b> everything they were saying in the next office.</p> <p style="text-align: center;"><u>ears</u></p> | <p>7. Just <b>nod</b> your ..... if you agree and <b>shake</b> it if you don't.</p> <p style="text-align: center;"><u>head</u></p>        |
| <p>2. Mmm, that <b>smells</b> delicious. What're you making?</p> <p style="text-align: center;"><u>nose</u></p>  | <p>8. Timmy, don't <b>stare</b> at people. It's not polite.</p> <p style="text-align: center;"><u>eyes</u></p>                            |
| <p>3. O.K. I'm going to put a lens in, so try not to <b>blink</b>.</p> <p style="text-align: center;"><u>eyes</u></p>  | <p>9. I couldn't help <b>overhearing</b> what you just said to Cynthia.</p> <p style="text-align: center;"><u>ears</u></p>                |
| <p>4. They <b>kissed</b> good-bye at the train station.</p> <p style="text-align: center;"><u>lips/mouth</u></p>   | <p>10. I didn't realize the whole thing was a joke until he <b>winked</b>.</p> <p style="text-align: center;"><u>eyes</u></p>             |
| <p>5. You're not supposed to take these tablets with water. You have to <b>chew</b> them.</p> <p style="text-align: center;"><u>teeth</u></p>                        | <p>11. I can't <b>whistle</b> the tune but I can hum it for you.</p> <p style="text-align: center;"><u>lips/mouth</u></p>                 |
| <p>6. He <b>frowned</b> when I mentioned the idea, so I presume he doesn't like it.</p> <p style="text-align: center;"><u>eyebrows/forehead</u></p>                  | <p>12. I don't think you should use that milk. It <b>tastes</b> kind of funny.</p> <p style="text-align: center;"><u>tongue/mouth</u></p> |



### PRACTICE 3 WORD ASSOCIATION

#### To the teacher

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

## P=3= Word Association

SB p. 99

To practise the vocabulary for parts of the body.

Write down the part of the body that first comes to your mind when you read each of the following words.

#### Suggested KEY

1. ring	<u>fingers</u>	12. injection	<u>behind/arm</u>
2. onions	<u>eyes</u>	13. soccer	<u>feet</u>
3. handcuffs	<u>wrists</u>	14. fortuneteller	<u>hand</u>
4. ballerina	<u>toes</u>	15. watch	<u>wrist</u>
5. perfume	<u>nose</u>	16. knapsack	<u>back</u>
6. rock music	<u>ears</u>	17. belt	<u>waist</u>
7. sign language	<u>hands</u>	18. sunglasses	<u>eyes</u>
8. dentist	<u>teeth</u>	19. helmet	<u>head</u>
9. shampoo	<u>hair</u>	20. slippers	<u>feet</u>
10. shawl	<u>shoulders</u>	21. keyboard	<u>fingers</u>
11. bicycle	<u>legs</u>	22. scarf	<u>neck</u>

## PRACTICE 4

**To the teacher**

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

**P=4=** WRITE

SB p. 100

To practise the vocabulary for common ailments.

Use the words in the box below to answer the questions.

**Some Common Ailments**

a headache	a sore throat
a sore back	an upset stomach
a toothache	sore feet
a cold	a sunburn
stiff muscles	a hangover

**Suggested  
KEY****What sometimes happens when you:**

1. lift heavy boxes?
2. drink too much?
3. sunbathe too long?
4. yell too much?
5. get soaked in the rain?
6. overeat?
7. lose a filling?
8. read a lot without your glasses?
9. walk a lot in new shoes?
10. exercise too strenuously?

**You can get:**a sore backa hangovera sunburna sore throata coldan upset stomacha toothachea headachesore feetstiff muscles

## PRACTICE 5

### 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=5 WRITE / SPEAK

SB p. 101

To practise responding to people saying they're not well.

- A. For each number:

Read the statement in which someone mentions a health problem.

Then choose an appropriate cue from the box to offer advice.  
Express sympathy where appropriate.

Write your response in the space provided.

- |                                   |                            |
|-----------------------------------|----------------------------|
| • warm milk before bed            | • Vitamin C                |
| • antacid tablets                 | • drops for eyes           |
| • gargle with salt and warm water | • a good medicated shampoo |
| • a good massage                  | • a decongestant           |

### Suggested KEY

1.

My back's really bothering me again.

*That's too bad. Maybe*

*what you need is a good*  
*massage.*

2.

My sinuses are all  
blocked up. I can  
hardly breathe.

Yes, you sound pretty

bad. Are you taking a

decongestant?

3.

I have a lot of  
trouble falling  
asleep these days.

I sympathize with you.

Have you tried drinking

warm milk before you go

to bed?

4.

My scalp is always  
dry and itchy.

What you need is a good

medicated shampoo.

5.

I feel terrible. I think  
I'm getting a cold.

Yes, you look a little

under the weather. Are

you taking Vitamin C?

6.

Well, I guess it's no more pizza for lunch. My heartburn is still bothering me.

Why don't you take some  
antacid tablets?

7.

It's so dry at work that I can't wear my contact lenses.

Maybe you should get some  
drops for your eyes.

8.

My throat's getting really sore.

Have you tried gargling  
with salt and warm water?

**To the teacher**

- B. Divide the Ss into pairs to practise the conversations. Have each pair of Ss first read all of one S's conversations and then read all of the other S's conversations.

SB p. 103

- B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

## PRACTICE 6

**To the teacher**

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

**P=6****WRITE / SPEAK**

SB p. 104.

To practise talking about health.

In Part A, you will add one sentence to each conversation. Then, in Part B, you will work with a partner to expand the conversations.

A. For each number:

Read the part of the conversation given.

Then choose an appropriate line from the box to add to each conversation. Write your choice on the solid lines.

- You seem to be sneezing a lot today.
- Do you think you have an infection?
- I can't seem to get rid of it.
- I feel a little sick to my stomach.
- That's some hangover you've got.
- My throat's really sore.
- I think I'm coming down with something.
- My doctor thinks it's from smoking too much.
- You look a little under the weather.
- I didn't know you wore glasses.

**Suggested  
KEY**

1. A: That food didn't agree with you, did it?

B: No, not really. *I feel a little sick to my**stomach.*A: *Maybe you should go home.*B: *I'd like to but I've got so much work.*

2. A: You look a little under the weather.  
\_\_\_\_\_

B: Yeah, I think I've got a touch of the flu.

A: There seems to be a lot of that going around these  
days.

B: I know. Everyone in my family's had it.  
\_\_\_\_\_

3. A: That's some hangover you've got.  
It must have been a wild party.

B: It was great, but I really feel lousy today.

A: That's what you get for drinking too much.  
\_\_\_\_\_

B: Yeah, I guess you're right.  
\_\_\_\_\_

4. A: My throat's really sore.  
\_\_\_\_\_

B: Does it hurt when you swallow?

A: Yeah, it sure does.  
\_\_\_\_\_

B: Why don't you go and get something at the  
drugstore?

5. A: I didn't know you wore glasses.

B: I don't usually, but I have an eye infection so I can't wear my contacts.

A: That's too bad. Have you seen a doctor about it?

B: Yeah. I got some antibiotic ointment. It's

supposed to clear up in a couple of days.

6. A: My ear's really bothering me.

B: Poor you. Do you think you have an infection?

A: I don't know. But if it doesn't get better I'll

have to go to the doctor's.

B: Maybe you should go anyway and get it checked.

7. A: How's your headache?

B: Not much better. I can't seem to get rid of it.

A: Did you take anything for it?

B: I took a couple of aspirins about an hour ago.



8. A: You look like you're a bit feverish. What's wrong?

B: I don't know. I think I'm coming down with  
something.

A: Maybe it's a cold or the flu.

B: It's probably just a bad cold. Everybody seems  
to have one.

9. A: That's some cough you've got.

B: Yeah, I know. My doctor thinks it's from smoking  
too much.

A: Are you a heavy smoker?

B: Oh, about a pack a day.

10. A: You seem to be sneezing a lot today.

B: Yeah, it's my hay fever starting up again.

A: Well, is there anything you can take for it?

B: I'm taking some pills, but they don't seem to be  
really helping much.

**To the teacher**

- B. 1) Divide the Ss into pairs.  
 2) Go over the instructions and do an example with the Ss.  
 3) Have the Ss complete the conversations.  
 4) Correct with the Ss.

SB p. 108

- B. Work with a partner.

Write additional lines to continue each conversation.

**To the teacher**

- C. 1) Go over the instructions with the Ss and assign roles: S1 and S2.  
 2) Have the Ss practise the conversations.

SB p. 108

- C. Work with a partner.

Practise reading your corrected conversations with your partner from part B.

Roles: S1 – Speaker A

S2 – Speaker B

Switch roles after Number 5.



# UNIT 51

## SOCIAL EXPRESSIONS

### PRESENTATION

#### PART I

#### GREETING SOMEONE YOU HAVEN'T SEEN IN A WHILE

To lead into the topic of greeting someone you haven't seen in a while

Situation

- 1) Present the SITUATION to the Ss:

**You haven't seen your old friend, Robert, for almost two years.  
You meet him at someone's retirement party.**

- 2) Then ask the Ss, for example:

What might you say to your friend?

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

To focus on the exponents for greeting someone you haven't seen in a while

Tape/CD

- 3) Inform the Ss that they will listen to some conversations in which people greet each other. See script p. 146.

- 4) For each conversation:

Play the tape or CD-ROM and have the Ss try to identify the exponent(s) for greeting someone you haven't seen in a while. See script. Write the exponent(s) on the BB.

CONVERSATION 1

Frank: Well, look who's here, Janet Baker. **Long time no see.**

Janet: Oh, hi Frank. **How've you been?**

CONVERSATION 2

Sean: Wayne! **I haven't seen you** since the get-together last spring. So, **what's new?**

Wayne: Well, I don't know if you've heard but Barbara and I are separated.

CONVERSATION 3

Irene: Hello, Chris! I thought it was you. Don't you recognize me? Irene Davis.

Chris: Of course, Irene. **I haven't seen you for ages.** It must be at least three years.

CONVERSATION 4

Alice: Jessica! **Nice to see you again.**

Jessica: Oh! Hello, Alice. What a surprise! What are you doing here?

CONVERSATION 5

Eric: Ken, **haven't seen you for a while. What've you been up to?**

Ken: Oh, the usual. Keeping busy, working and playing some golf. How about you? Still got your sailboat?

CONVERSATION 6

Pauline: Well, hello Rick! **Good to see you again.**

Rick: Pauline! **Nice to see you, too. What've you been up to lately?**

## PART II

### INTRODUCING PEOPLE

**To lead into the topic of introducing people**

Situation \

- 1) Present the SITUATION to the Ss.

**Your sister, Claudia, drops by your office to see you.  
You introduce her to some of your colleagues.**

- 2) Then ask the Ss, for example:

What might you say to introduce her to Louise, the receptionist?

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

**To focus on the exponents for introducing people and responding**

Text \

- 3) Inform the Ss that they will look at some conversations in which people are being introduced. See p. 148.
- 4) Have the Ss turn to SB p. 109.
- 5) For each introduction:

Go over the exponent for introducing people.

Have the Ss try to complete the introduction by choosing appropriate responses from the box. See KEY. Some of these responses may be appropriate in more than one bubble.

Ss write the responses in the spaces provided.

**To have the Ss try the language for introducing people and responding**

- 6) Have the Ss practise the exchanges.

**1** Introducing People and Responding

SB p. 109

**Suggested  
KEY**

1.

Mr. Roberts, I would like to introduce you to Mr. Walter Bilenki.

How do you do , Mr. Bilenki.

Glad to meet you.

(Mr. Roberts)

How do you do , Mr. Roberts.

(Mr. Walter Bilenki)

2.

Barbara, I don't think you've met Bill?

No, I've never had the

pleasure. Hello, Bill.

(Barbara)

Hello, Barbara.

(Bill)

3.

Helena, I'm sure you've heard me talk about Frank Hutton.

Oh, yes. Nice to meet you ,

Frank.

(Helena)

Hi. Sorry, but I didn't catch

your name.

(Frank Hutton)

4.

Mrs. Nicholson, do you know  
Phillip Dryden?

No, I don't think we've met.

Phillip Dryden is it?

(Mrs. Nicholson)

Yes, pleased to meet you ,

Mrs. Nicholson.

(Phillip Dryden)

5.

Miriam, I'd like you to meet  
my old friend, Ray Walker.

Hello, Ray. I've heard a lot  
about you.

(Miriam)

Hi, I've heard a lot about  
you, too.

(Ray Walker)

- Oh, yes. Nice to meet you
- Hi, I've heard a lot about you, too.
- I didn't catch your name.
- How do you do, .... Glad to meet you.
- Yes, pleased to meet you
- I've heard a lot about you.
- No, I've never had the pleasure.
- How do you do
- No, I don't think we've met.
- Hello, Barbara.



**PART III**  
**LEAVE-TAKING AND SENDING REGARDS**

**To lead into the topic of leave-taking and sending regards**

Situation \

- 1) Present the SITUATION to the Ss:

**You're saying goodbye to a friend, Stuart, and you want to send your regards to his wife, Janice.**

- 2) Then ask the Ss, for example:

What might you say to Stuart?

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

**To focus on the exponents for leave-taking**

Tape/CD \

- 3) Inform the Ss that they will listen to some conversations in which people say goodbye. See script p. 151.

Text \

- 4) Have the Ss turn to SB p. 112.

- 5) For each conversation:

Play the tape or CD-ROM and have the Ss try to identify the exponents for leave-taking. Ss underline them in their SBs. See KEY.

Discuss the exponents with the Ss.

## 2

## Leave-taking and Sending Regards

SB p. 112

## Script

## KEY

## CONVERSATION 1

Pat: Well, I've got to run, Angela. Bye.

Angela: O.K., Pat. Let's keep in touch.

## CONVERSATION 2

Phyllis: I'm afraid I have to go now, Leonard.

Leonard: O.K., Phyllis. Take it easy. And, if you see Donna, say hi to her for me. O.K.?

## CONVERSATION 3

Harry: O.K., Roland. It's been nice talking to you.

Roland: Right, Harry. Give me a call some time.

## CONVERSATION 4

Cheryl: O.K., then, Lydia. I guess I'd better get going. I'm supposed to meet Fred at five.

Lydia: O.K., Cheryl. Take care and give my best to Fred.

## CONVERSATION 5

Harriet: All right, then, Joanne. Have a good day and please give my regards to Aunt Jennie.

Joanne: Sure, will do. See you again, soon.

## CONVERSATION 6

Marion: I'm off then, Peter. See you later.

Peter: Right. I'll be talking to you, and give my love to Yvonne.

**To focus on the exponents for sending regards**

6) Point out to the Ss that people often send regards to others when saying goodbye.

Text \

7) Have the Ss look at the conversations again. Have the Ss try to identify the exponents for sending regards. Ss circle them in their SBs. See KEY p. 151.

**STUDY**

SB p. 113

**Greeting Someone You Haven't Seen  
in a While**

Ken. (I) haven't seen you | for ages.  
| in quite a while.  
| since last summer.

Hello, Jessica. | Good to see you again.  
| Nice to see you again.

Hi, Frank. | Long time no see.  
| How've you been?

When you greet people you haven't seen in  
a while, you often ask about their activities  
during the period since you last met.

(So,) | what's new (with you)?  
| what are you up to these days?  
| what have you been up to (lately)?

## Introducing People

Michael, **I'd like you to meet** | **I want you to meet** | Sandra.

**Jeff, I'm sure you've heard me talk about  
Margaret Dobson.**

Rose Ivay, I would like to introduce you to  
Jerry Gibbons.

**Rose, I'd like to introduce you to Jerry.**

Dorothy, **have you met** **do you know** Mr. Timmins?

Dan, I don't think **you know** **you've met** Linda.

## Responding

Hi, there.	<b>Pleased to meet you.</b> <b>Glad to meet you.</b> <b>Nice to meet you.</b>
------------	---

**How do you do, Ms. Rose.**  
**How do you do, Mr. Gibbons.**

**Hello, Jerry. I've heard a lot  
about you.**  
**Hello, Rose. I can say the same  
about you.**

**No, I don't think we've met.**

**No, I haven't** | **No, I've never** | **had the pleasure.**

### Leave-taking

I've got to run. I'll be 

talking to	seeing
	you.

I guess I'd better get going. See you later.  
Well, I'd better be going. Bye.

It's been nice talking to you. Take care.  
I'm afraid I have to go now. I'll call you.

Nice seeing you again. Let's keep in touch.  
It was nice seeing you. Give me a call some time.

O.K., Sean. 

See you again, soon.
Take it easy.

Bye. Have a 

good	day.
nice	

I'm off then, 

All right then,	Sally. See you tonight.
-----------------	-------------------------

### Sending Regards

If you see Barbara, say hi (to her) for me.

Say hello to Victor for me.

Give my best to Ann.

Give my love to Uncle Bill.

Please give my regards to Mrs. Barnes.



## 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. 117

To practise using different social expressions.

- A. For each number:

Read the part of the conversation given.

Then choose an appropriate line from the box to complete each exchange. Write your choice in the spaces provided.

- I haven't seen you for quite a while.
- I don't think you know Jill.
- I've got to run now.
- Don't forget to say hello to Monica when you see her.
- I'm off
- John, you've heard me talk about
- Hello, Mrs. Casey. Nice to see you again.
- No, I haven't. Pleased to meet you
- Long time no see. What have you been up to?
- Yeah, goodbye and give my best to your family.

**KEY**

1. A: Hello, Mrs. Casey. Nice to see you again.

B: Oh hello, Doris. What a pleasant surprise!



2. A: Bye for now. Don't forget to say hello to Monica  
when you see her.
- B: I won't. Goodbye.
3. A: By the way, Debra, I don't believe you've met Renée.
- B: No, I haven't. Pleased to meet you , Renée.  
I've heard so much about you.
4. A: Well, Victor, I haven't seen you for quite a while.
- B: That's right. The last time was at Ernie's birthday party, wasn't it?
5. A: O.K. then. We'll be seeing you soon.
- B: Yeah, goodbye and give my best to your family.
6. A: I'm off then, Winston. See you tomorrow.
- B: O.K., Melanie. Have a good evening.
7. A: Hi, Walter. Long time no see. What have you been  
up to?
- B: Working hard and trying to stay out of trouble.  
What about you?
8. A: I've got to run now. Maybe we can meet  
for lunch sometime?
- B: That'd be nice. Give me a call.
9. A: Marvin, I don't think you know Jill.
- B: No, I don't think we've met. Hi, I'm Marvin Williams.
10. A: John, you've heard me talk about Patrick.
- B: Glad to meet you, Patrick.

**To the teacher**

- B. 1) Divide the Ss into pairs and go over the instructions with them.  
2) Have the Ss practise the conversations.

SB p. 119

- B. Work with a partner.

Practise reading your corrected conversations with your partner.

**PRACTICE 2****To the teacher**

- A. 1) Go over the instructions and the situations with the Ss and do an example with them.  
2) Have the Ss write one part of the exchange.  
3) Correct with the Ss.

**P=2= WRITE**

SB p. 119

To practise using different social expressions.

- A. For each number:

Read the situation. Then fill in what one of the speakers says by choosing appropriate lines from the right-hand side of the page.

Write your choice on the solid lines.

**Suggested  
KEY**

**SITUATION 1:** Philip introduces a friend, Stephen, to his stockbroker, Diane.

PHILIP: I'm sure you've heard me talk  
about Stephen Driscoll.

DIANE: Oh, yes. I've heard a lot about  
you, Stephen. How do you do.

Same here. The last time was in Chicago, and that was two years ago, wasn't it?

**SITUATION 2:** Henry rushes back to work, leaving his friend in the restaurant.

HENRY: Well, it's been nice talking to  
you, but I have to get back to  
work.

Well, it's been nice talking to you, but I have to get back to work.

STUART: O.K. then, Henry. Take care.  
I'll be seeing you.

**SITUATION 3:** Karen recognizes a business acquaintance, Victor, at the trade fair.

KAREN: Hi. Nice to see you again.

Hey! Long time no see. I thought you'd moved or something.

VICTOR: Same here. The last time was in  
Chicago, and that was two years  
ago, wasn't it?

**SITUATION 4:** Leonard meets Mark at the bus stop.

LEONARD: Hey! Long time no see. I  
thought you'd moved or something.

Oh, yes. I've heard a lot about you, Stephen. How do you do.

MARK: No, I've been taking my car. So  
what's new?

**SITUATION 5:** Gerald's wife, Carol, is seeing him off at the airport.

GERALD: That's my flight number they're  
calling, so I guess I better get  
going.

CAROL: O.K. then. Take good care of  
yourself, and be sure and give my  
best to Eileen and Arthur.

No, I've never had the pleasure. Hi, there.

**SITUATION 6:** Rita introduces her husband, Ian, to her new friend, Lillian.

RITA: I don't think you've met my  
husband, Ian.

LILLIAN: No, I've never had the pleasure.  
Hi, there.

That's my flight number they're calling, so I guess I better get going.

**SITUATION 7:** Paula meets a colleague in the cafeteria.

PAULA: I haven't seen you around lately.  
Have you been away?

BEVERLEY: Yes, I just got back last Friday.  
I was in France for four weeks.

Sorry, but I'd better get going. The boss's waiting for me.

**SITUATION 8:** Shirley is with Bill. She has to leave to meet with her boss, Mr. Irwin.

SHIRLEY: Sorry, but I'd better get going.  
The boss's waiting for me.

BILL: All right. See you later then.

I haven't seen you around lately. Have you been away?

**To the teacher**

- B. 1) Go over the instructions with the Ss.  
2) Have the Ss complete the exchanges.  
3) Correct with the Ss.

SB p. 122

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

**To the teacher**

- C. Divide the Ss into pairs to practise the conversations. Have each pair of Ss first read all of one S's conversations and then read all of the other S's conversations.

SB p. 122

- C. Work with a partner.

Practise reading your corrected conversations and those of your partner.

## PRACTICE 3

## 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) For each number:
- Play the tape or CD-ROM and have the Ss write their answers.
- 3) Correct and discuss with the Ss.

# P=3=

 LISTEN / WRITE / SPEAK

SB p. 122

To practise using different social expressions.



- A. You will hear different people using social expressions. Listen and write a response to them.

**Suggested  
KEY**

1. Hi, what have you been doing with yourself?
2. Hello, Andrew. Pleased to meet you.
3. Hello. I haven't seen you in quite a while.
4. I will. Bye now.
5. Right. O.K. Keep in touch.
6. No, I don't think we've met.
7. Sure thing. And you take care.
8. Oh, just fine. What about yourself?
9. Nice seeing you, too. Have a nice day.
10. Hi, Nora. I've heard a lot about you.

**To the teacher**

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

SB p. 123

- B. Work with a partner.

For each number:

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

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

Switch roles and repeat conversations.

**Script**

1.

Hi, Neil. Nice to see you again.

6.

Howard, do you know Kathy?

2.

Flora, I'd like you to meet Andrew.

7.

If you see Denise, please say hello to her for me.

3.

Hi, Mr. Walters. Good to see you again.

8.

Hello, Ruth. Haven't seen you for ages. How've you been?

4.

It was nice seeing you, Dick. Give my love to Nancy and the kids.

9.

It's been nice talking to you, Sam, but I have to go.

5.

I'm afraid I've got to leave now, Diane. See you.

10.

Lois, I want you to meet Nora.

**PRACTICE 4      MAXI-ROLE PLAY****To the teacher****NOTE:**

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

You will need to photocopy the role cards on pp. 167-169. Make a set for each group of three Ss in the class, e.g. three sets for nine Ss. If you choose not to do the optional step below, you will have to number the role cards before you photocopy them.

**TAKING UP THE SITUATION**

Go over the SITUATION and the ROLES with the Ss.

**GOING OVER THE ROLE CARDS**

Divide the class into groups of three and give each group a set of role cards.

**Optional step: Sequencing the role cards**

Have the Ss work with the other members of their group to decide on a logical order for the situations described on the role cards. Have the Ss number the cards consecutively from 1 to 9. Card Number 1 is given.

Have the Ss read over the role cards and call out the pairs of speakers involved in each exchange. Write the responses on the BB. See below.

- Exchanges:
- a) S2 and S1
  - b) S3 and S1
  - c) S1, S3, and S2
  - d) S3 and S2
  - e) S1, S2, and S3
  - f) S2 and S3

Collect all the sets of role cards.



### SETTING UP THE ROLE PLAY

Assign roles to the Ss and give them their role cards.

### DOING THE ROLE PLAY

Give the Ss a few minutes to read over the cards for their role. Make sure that the Ss understand all of the information on their cards.

Have the Ss do the role play.

Ss should repeat the role play once or twice to acquire more familiarity with the situation and speak more spontaneously.

## **P=4= *maxi - role play***

SB p. 124

To practise using different social expressions.

Your teacher will explain how to do this role play.

### SITUATION

**Your department has sent you on a training course.**

**You arrive at the training centre around 8:30.**

**You go to room 200 where the course will be given.**

### ROLES

S1 – first person to arrive

S2 – second person to arrive

S3 – third person to arrive

**ROLE CARDS**

1.

**No. 1****S2**

It's 8:30. You arrive in Room 200.

S1 is already in the room.

Greet him/her and introduce yourself.

2.

**No. \_\_\_\_****S1**

You are sitting in Room 200 when S2 arrives.

Respond to his/her greeting and get to know him/her.

3.

**No. \_\_\_\_****S3**

It's 8:35. You arrive in Room 200.

S1 and S2 are already in the room.

You know S1. Go over and greet him/her.  
You haven't seen each other in a while.

4.

No. \_\_\_\_

S1

You're talking to S2 when S3 arrives.

You know S3. You haven't seen each other for quite a while. Respond to his/her greeting.

Introduce S3 to S2.

5.

No. \_\_\_\_

S3

Respond to the introduction.

6.

No. \_\_\_\_

S2

Respond to the introduction.

7.

No. \_\_\_\_

S1

You need to leave the room. Excuse  
yourself and say you have to leave.

8.

No. \_\_\_\_

S2

Get to know S3.

9.

No. \_\_\_\_

S3

Get to know S2.



# UNIT

## 52

### TALKING ABOUT THE RECENT PAST

---

#### PRESENTATION

---

To introduce the language for talking about the recent past

Text \

- 1) Inform the Ss that they will look at conversations in which people are talking about the recent past. See p. 172.
- 2) Have the Ss turn to SB p. 125.
- 3) Have the Ss try to complete the conversations by choosing the appropriate words from the list on the side. Ss write their answers in the spaces provided. Check the answers with the Ss. See KEY.

## 1

## Talking About the Recent Past

SB p. 125

KEY

1. A: It's rained more this week than it has all summer.

I've already acted

B: I'm sure glad I'm not on vacation.

2. A: I haven't seen Bill around the past couple of days. Is he away?

you took

B: Yeah, he's at a meeting in Ottawa. He should be back tomorrow.

it's rained

3. A: Looks like you're really busy.

has anyone been to

B: You're telling me. I've received over 20 insurance claims today and they all have to be processed by four o'clock.

4. A: Has anyone been to Caruso's lately?

Carol just called

B: I was there last week, but the food's not as good as before.

the members've said

5. A: Do you have those supplies I ordered last week?

there've been

B: No, they haven't come in yet. When they do, though, I'll give you a call.

6. A: You took the train to Toronto recently, didn't you?

I haven't seen

B: Yeah, as a matter of fact, just last weekend. Why?

they haven't come in

7. A: Carol just called to say she'll be late for work.

I've received

B: O.K. Thanks for letting me know.

8. A: You know, we need tighter security around here.

B: Yeah, (in the last month) alone, there've  
been three break-ins and several computers  
damaged.

9. A: Oh, Mr. Blake. Did you get my memo?

B: Yes, and I've already acted on it. Thank  
you for bringing the matter to my attention.

10. A: Tell me then, Jack. How do things look for  
the reunion?

B: Fine. (So far) more than half the members've  
said they're coming.



**To focus on:**

- **time expressions used with the recent past**
- **present perfect and simple past**

Text \

4) For each number:

Have the Ss look at the conversation again. Have the Ss try to pick out the time expression in each one and circle it in their SBs. See KEY p. 172.

Explain the time expressions used when talking about the recent past. See STUDY p. 177.

Explain also the use of the present perfect and the simple past when talking about the recent past. See STUDY p. 177.

**To focus on contrasting the simple past and the present perfect**

5) Explain that the simple past must be used with time expressions indicating a finished period of time. See STUDY p. 178.

Text \

6) Inform the Ss that they will look at other conversations in which people are talking about the recent past. See p. 175.

7) Have the Ss turn to SB p. 126.

8) For each number:

Have the Ss try to complete the sentence by putting the verb beside each conversation in the appropriate tense.

Have the Ss give reasons for their choice of tense.

Write the correct response on the BB. See KEY.

Ss write it in the space provided.

2

## Using the Simple Past and Present Perfect

SB p. 126

## KEY

1. A: By the way, Mr. Turner, I made those reservations for you yesterday afternoon. **make**
- B: Thanks, Doug. You got me a 5:30 flight, then?
2. A: So far it 's been a pretty good month, hasn't it? **be**
- B: Yes, our sales figures are up everywhere by five percent.
3. A: Is there any word on Mary?
- B: Yeah, they operated on her last night, and apparently everything went well, but she's still in intensive care. **operate**
4. A: Guess who I just saw/'ve just seen in the elevator? Jean-Guy Lemay. **just/see**
- B: Jean-Guy Lemay! I haven't seen him in ages. What's he doing here?
5. A: I was glad to hear Julie got a job for the summer.
- B: Me too. Things certainly didn't look very good for her a few weeks ago. **not/look**
6. A: Do you ever see George these days?
- B: Yeah, I bumped/'ve bumped into him a couple of times recently. He seems to be doing O.K. **bump**
7. A: Do you still have the Moudakis file?
- B: No, I sent it back to Personnel last week. **send**

8. A: I just wanted to let you know that I  
ordered/ve ordered some more cassettes,  
but they won't be here until next month.

**order**

B: O.K., thanks. I think I've got enough to  
keep me going until then.

9. A: Did you get any information about that  
mining stock?

B: No, I haven't been able to reach my  
stockbroker yet.

**not/be able to**

10. A: You know I only sent my income tax in about  
a month ago and I already received/ve  
already received my refund.

**already/receive**

B: You're lucky. I still have to do mine.

## Time Expressions Used When Talking About the Recent Past

Time Expressions	Verb Tenses	Examples
yet                      so far  already                lately	present perfect (usually)   The simple past is used by some speakers in informal spoken English. (except with lately)	She's proofread three chapters so far. They've worked a lot of overtime lately. Have you signed the card yet?
today                      this week year  in the                      last month past few months	present perfect (usually)  The simple past is used if the action is not expected to occur again.	I've seen Helen twice this week. He's been late several times in the last month. (He might be late again.)  I saw Helen twice this week. (I don't expect to see her again.)
just                      recently [no time expression]	simple past or present perfect	I've just bought a new car. John's had a heart attack recently. Linda's found a babysitter for her kids.

**NOTE:**

With expressions indicating a finished period of time (e.g. yesterday, last week, ...), only the simple past can be used.

**I saw her yesterday.**

**I took a holiday two weeks ago.**

**I spoke to John last week.**

**I played baseball when I was a teenager.**

## 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. 131

To practise talking about the recent past.

A. For each number:

Read the part of the conversation given.

Then add a sentence based on the appropriate cue from the box.  
 Write your sentence in the space provided.

- **run into/Arlene/two weeks ago**
- **hire/two different receptionists/the last month**
- **write/three tests/so far**
- **you/do/windsurfing/this summer**
- **be/at least half a dozen/past few months**
- **already/sell/most of the tickets for banquet**
- **you/read/good books/lately**
- **not win/game/yet this season**
- **you/discover/interesting eating spots/recently**
- **last week/I/go**

**Suggested  
KEY**

1. A: It seems to me that there've been a lot of break-ins  
 in that neighbourhood recently.

B: You're right. There 've been at least half a

dozen in the past few months.

2. A: Have you read any good books lately?  
B: Yeah, I read a spy thriller that was really terrific.
3. A: I ran into Arlene two weeks ago.  
B: I haven't seen her for a long time. What's she up to anyway?
4. A: They 've hired two different receptionists in the last month. How come?  
B: Apparently the first one quit after a week.
5. A: Have you done any windsurfing this summer?  
B: Yeah, I've been out almost every weekend since the end of May.
6. A: Have you discovered any interesting eating spots recently?  
B: Well, I ate at a little Hungarian café over on Rebecca Street the other night.
7. A: Last week I went to a housewarming party at my cousin's.  
B: Oh, you mean the one who bought the new condo.
8. A: How's your softball team doing?  
B: Not too great. We haven't won a game yet this season.
9. A: When will you know for sure if you've got the job?  
B: Well, I've written three tests so far and next month I go for my interview.

10. A: I 've already sold most of the tickets for the  
banquet. I only have seven left.

B: Would you save two for Ted and me? We've decided to go after all.

**To the teacher**

B. Divide the Ss into pairs to practise the conversations. Have each pair of Ss first read all of one S's conversations and then read all of the other S's conversations.

SB p. 132

B. Work with a partner.

Practise reading 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 and have the Ss fill in the chart.
- 3) Correct with the Ss.

### **P=2=**

**LISTEN / WRITE / SPEAK**

SB p. 133

To practise talking about the recent past.



In Part A, you will hear people talking about things that have happened recently and you will take down information. In Part B, you will complete conversations using this information and in Part C, you will role play these conversations.

- A. Listen to each conversation and fill in the chart.

**Suggested  
KEY**

What has each person listed below done recently?		Details
1. Vicky	<i>changed jobs</i>	<i>new job in accounting</i>
2. Steve's wife	<i>had a baby</i>	<i>girl, 7 lbs. 13 oz. (3.54 kg)</i>
3. George	<i>had carpets cleaned</i>	<i>Quick Clean Carpet Service do good work</i>
4. Henry	<i>hired a new secretary</i>	<i>very good</i>
5. Lise	<i>sold her house</i>	<i>got price she wanted</i>
6. Susan	<i>passed her driving test</i>	<i>very happy about it</i>

**To the teacher**

- B. 1) Divide the Ss into pairs and go over the instructions with them.  
 2) Have the Ss complete the conversations.  
 3) Correct with the Ss.

SB p. 134

B. Work with a partner.

Using the information from the chart in Part A, complete the conversations.

**Suggested  
KEY**

1. A: Any news from Vicky lately?

B: Yeah, she just changed jobs.She's working in accountingnow.

2. A: When's Steve's wife expecting her baby?

B: Didn't you know? She'salready had it. She had ababy girl, over seven pounds.

3. A: I've got to have my carpets cleaned. Do you know anything about Quick Clean Carpet Service?

B: Yeah, they cleaned George'scarpets recently and theydid a good job.

4. A: I didn't know that Henry had a new secretary.

B: Yeah, in fact he just hiredher this week and he's verypleased with her work.

5. A: I was talking to Lise this morning  
and you know what?

She just sold her house and

she got the price she

wanted.

B: I bet she's relieved. It's  
been on the market for a long  
time.

6. A: Did you hear the good news?

Susan passed her driving

test this morning.

B: I'm glad to hear that. The  
last time I spoke to her she  
was quite nervous about it.

**To the teacher**

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

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- C. Work with a partner.

Role play the conversations in Part B.

For each number:

Think about your role before you begin.

Begin the conversation with the exchange you completed in Part B.

Then continue the conversation.

Roles: S1 – Speaker A

S2 – Speaker B

Switch roles after Number 3.

**Script**

1. A: How do you like your new job in accounting, Vicky?  
B: Well, so far it seems O.K. Ask me again in a couple of weeks.
2. A: Well, it's a baby girl, 7 pounds 13 ounces.  
B: Congratulations, Steve. Have you decided what you're going to call her?
3. A: They did a really good job on your carpets, George. It was Quick Clean Carpet Service, wasn't it?  
B: Yeah, I always use them. They do good work.
4. A: How's your new secretary working out, Henry?  
B: Oh, she's very good. I think she'll be able to handle everything in no time.
5. A: Hi, Lise. How's it going?  
B: Great! I finally sold my house and I got the price I wanted.
6. A: You look happy about something, Susan.  
B: I am. I took my driving test this morning and I passed.

### PRACTICE 3

#### To the teacher

- A. 1) Go over the instructions with the Ss.  
 2) Help the Ss decide on what they want to talk about.  
 3) Check to see that each S has chosen a topic before proceeding to Part B.

### P=3= SPEAK

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To practise talking about the recent past.

- A. Think of something you did recently or something that happened recently that you'd like to tell someone about. Some suggestions are provided below.

<b>An activity you participated in</b> <ul style="list-style-type: none"> <li>• a sports tournament</li> <li>• a high school reunion</li> <li>• a social event</li> <li>• a protest meeting</li> </ul>	<b>Somewhere you've been</b> <ul style="list-style-type: none"> <li>• a trip</li> <li>• a weekend outing</li> <li>• a particular restaurant</li> </ul>
<b>Something you read</b> <ul style="list-style-type: none"> <li>• a book</li> <li>• an article in a magazine or newspaper</li> </ul>	<b>Something you saw</b> <ul style="list-style-type: none"> <li>• a show or play</li> <li>• a movie</li> <li>• a T.V. program</li> <li>• a sports event</li> </ul>
<b>Something that happened to you or to someone you know</b> <ul style="list-style-type: none"> <li>• an accident</li> <li>• a break-in</li> <li>• a mugging</li> <li>• an illness</li> <li>• a disaster</li> <li>• winning something</li> </ul>	

**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) You can illustrate an example for the class by talking about something you did recently and having the Ss ask questions.
- 4) Have the Ss talk about their topics.
- 5) Have the Ss repeat the activity with different partners and different topics.

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- B. Work with a partner.

Have conversations about the topics you chose in Part A.

Roles: S1 – Talk about your topic with your partner.

S2 – Ask your partner questions about his/her topic.

Then switch roles and repeat the activity.

