



Public Service Commission
of Canada

Language Training Canada

Commission de la fonction publique
du Canada

Formation linguistique Canada

INTERFACE CANADA

Teacher's Book 6

Revised Edition

Canada 

INTERFACE ***CANADA***

Teacher's Book 6

by

WILF MARINER

Series Co-ordinator

and

Murdoch Blackwood

Ron Dayman

Susan Duciaume

Vincenza Nazzari

Mark Sedgwick

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

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

Managing Editor: Madeleine Larue (Revised Edition)

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

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

Canadian Cataloguing in Publication Data

Main entry under title :

Interface Canada. Teacher's Book

Rev. ed.

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

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

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

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

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

PE1131.I56 2000

428.3'441

C00-980382-3

Canadian Government Publishing
Ottawa, Canada K1A 0S9

Catalogue number SC84-2-5555-1006E
ISBN 0-660-18268-8

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

INTRODUCTION TO THE TEACHER'S BOOK

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

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

Each teacher's book includes:

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

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

I PRESENTATION

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

Phases

The Presentation is made up of five phases:

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

Techniques

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

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

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 |

CONTENTS

Functions	Structures
UNIT 53 EXPLAINING HOW TO GET SOMEWHERE PRESENTATION 1 Part I Giving directions for going by car Part II Giving directions for going by bus or subway STUDY 9 PRACTICE 11	
UNIT 54 MAKING INQUIRIES PRESENTATION 27 Part I Opening an inquiry Part II Asking for information Part III Asking for information in a more polite way STUDY 37 PRACTICE 39	wh- questions yes-no questions indirect questions: yes-no and wh
UNIT 55 OFFERING HELP PRESENTATION 61 Part I Offering general help Offering help with specific things Part II Accepting and declining offers of help STUDY 67 PRACTICE 69	

Functions		Structures
UNIT 56	REMEMBERING THE PAST PRESENTATION 79 Part I Talking about the past Part II Asking about the past STUDY 87 PRACTICE 89	used to would, could, had to
UNIT 57	SPECULATING PRESENTATION 111 Part I Speculating about the present situation Part II Expressing possibility Part III Expressing probability STUDY 117 PRACTICE 119	could be, may be, might be must be, can't be, have got to be
UNIT 58	LOOKING FOR PEOPLE AND THINGS PRESENTATION 133 Asking where someone or something is Giving reasons STUDY 137 PRACTICE 139	have to, want to, need (to), be supposed to indirect questions

Functions		Structures
UNIT 59	SIMILARITIES AND DIFFERENCES	
	PRESENTATION 151	both, neither ... nor
	Part I Talking about similarities	
	Part II Talking about differences	intensifiers: a bit, rather, very, ...
	STUDY 159	
	PRACTICE 161	
UNIT 60	ARRANGING TO MEET WITH SOMEONE	
	PRESENTATION 185	should, ought to
	Asking to meet with someone	
	Suggesting a time	
	Agreeing to the time/Saying it's not convenient	have to, need to, have got to
	STUDY 189	
	PRACTICE 191	



UNIT

53

EXPLAINING HOW TO GET SOMEWHERE

PRESENTATION

PART I

GIVING DIRECTIONS FOR GOING BY CAR

To lead into the topic of giving directions for going by car

Tape/CD

- 1) Inform the Ss that they will listen to the beginning of a conversation between Martin Fleming and Karen Erikson.
- 2) To establish the SITUATION:

Write the following questions on the BB and have the Ss jot down answers to them as they listen to the tape or CD-ROM:

What's the relationship between the speakers?

Why is Martin calling Karen?

What information is Karen going to give Martin?

Play the tape or CD-ROM up to the first division.

Take up the questions with the Ss.

To introduce the language for giving directions for going by car

Illustration

- 3) Have the Ss turn to SB p. 1. See p. 2.

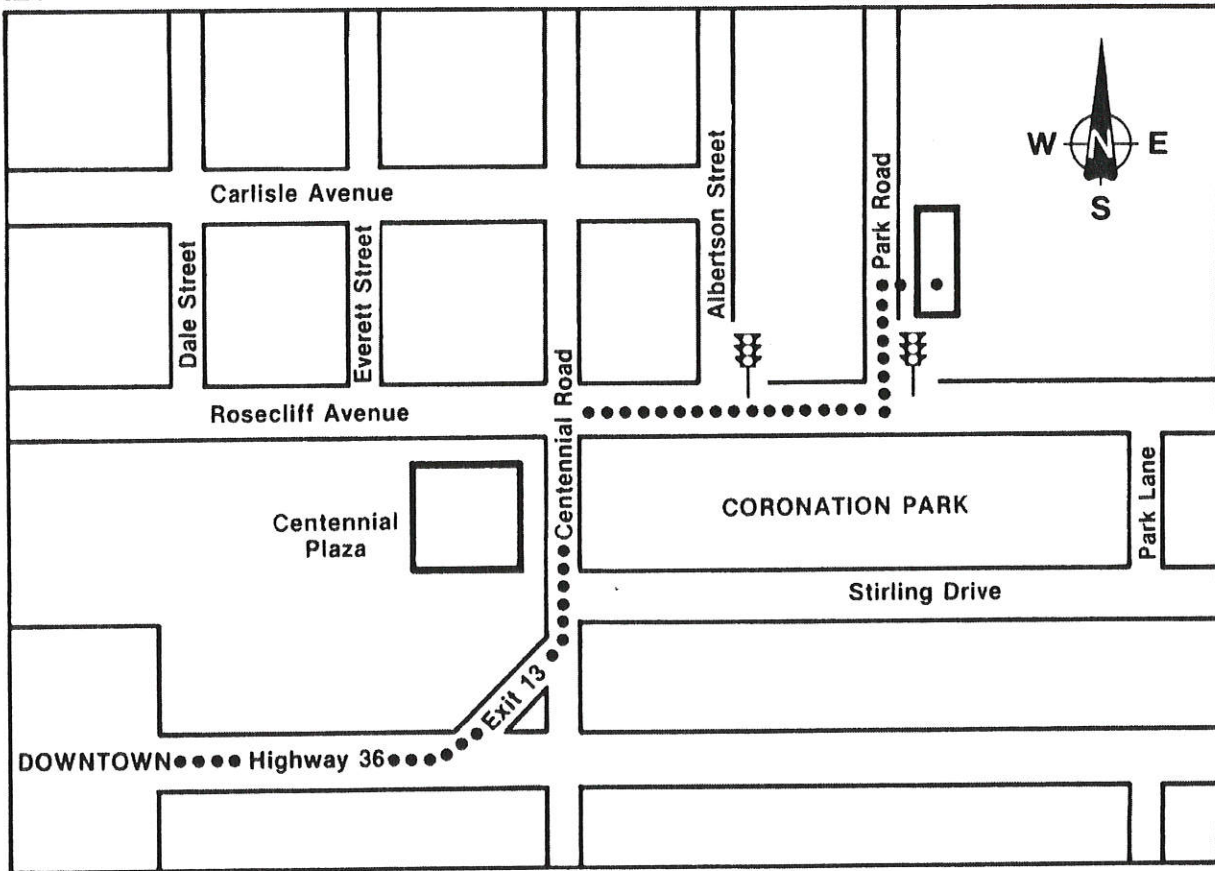
Tape/CD

- 4) Play the rest of the conversation. See script p. 3. Have the Ss trace the route on the map as they listen to the tape or CD-ROM. Check with the Ss. See KEY.

1 Giving Directions for Going by Car

SB p. 1

KEY



To focus on the exponents for giving directions for going by car

Text

5) Inform the Ss that they will look at the conversation they have just heard. See p. 3.

6) Have the Ss turn to SB p. 2.

Tape/CD

7) 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.

Discuss the exponents for giving directions for going by car. See STUDY p. 9.

2

Script

SB p. 2

Modified Cloze
Giving Directions for Going by Car

KAREN:	Oh, hello, Martin. How are you?
MARTIN:	Fine, Karen and you?
KAREN:	Oh, can't complain.
MARTIN:	Karen, I'm going to be in town next Tuesday and I'd like to meet with you to talk about the new ad campaign.
KAREN:	Sure, Tuesday's fine. But I don't think you've ever been to our new office, have you?
MARTIN:	Oh, that's right – you've moved to somewhere in the east end.
KAREN:	Yeah, we're at 1649 Park Road now. Do you know how to get here?
MARTIN:	No, I don't actually. Can you give me directions from downtown?
KAREN:	Sure. Are you coming by car?
MARTIN:	Yeah. I'll be driving up.
KAREN:	Well then, it's really very simple. All you have to do is <u>take Highway 36 going east</u> and <u>get off at</u> the exit for Centennial Road. I think it's Exit 13.
MARTIN:	Yeah.
KAREN:	O.K., now <u>go north along</u> Centennial Road <u>for about half a mile</u> and <u>you'll come to</u> Rosecliff. <u>Make a right</u> on Rosecliff.
MARTIN:	Hang on a second. You said <u>north on</u> Centennial?
KAREN:	That's right. And <u>then right on</u> Rosecliff.
MARTIN:	O.K. Got it.
KAREN:	All right. Now, <u>stay on</u> Rosecliff <u>till you get to</u> the second set of traffic lights and then <u>turn left.</u> That's Park Road. We're in the big grey modern building on the right. You can't miss it.

PART II

GIVING DIRECTIONS FOR GOING BY BUS OR SUBWAY

To introduce the language for giving directions for going by bus or subway

Tape/CD \

- 1) Inform the Ss that they will listen to two conversations in which people give directions for trips by bus or subway. See script p. 7.

Illustration \

- 2) For Conversation 1:

Have the Ss turn to SB p. 3. See p. 5.

Play the tape or CD-ROM and have the Ss trace the route on Map 1 as they listen to the tape or CD-ROM.

Check the route with the Ss. See KEY.

Illustration \

- 3) For Conversation 2:

Have the Ss turn to SB p. 4. See p. 6.

Play the tape or CD-ROM and have the Ss trace the route on Map 2 as they listen to the tape or CD-ROM.

Check the route with the Ss. See KEY.

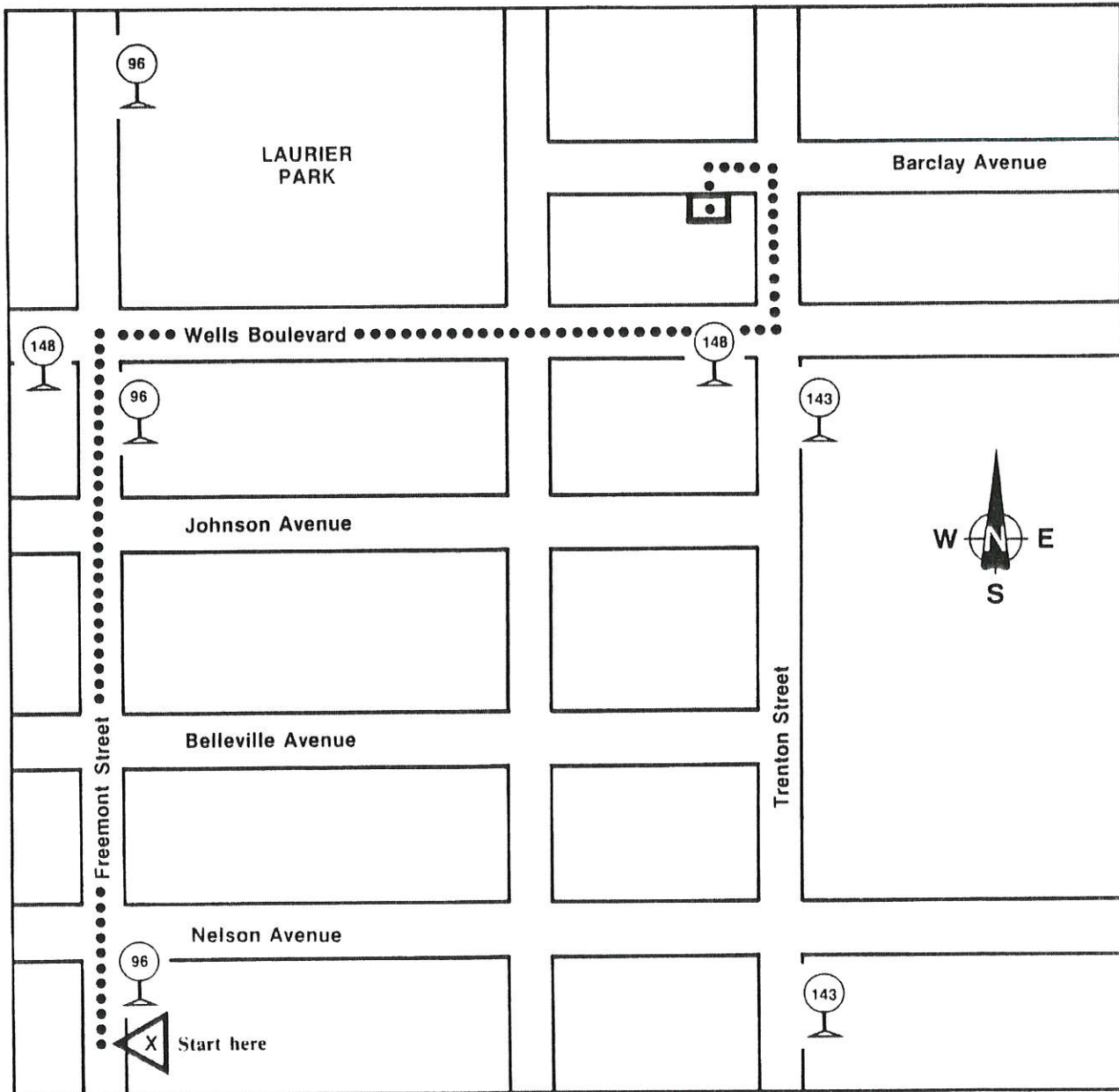
3

Giving Directions for Going by Bus or Subway

SB p. 3

KEY

MAP FOR CONVERSATION 1

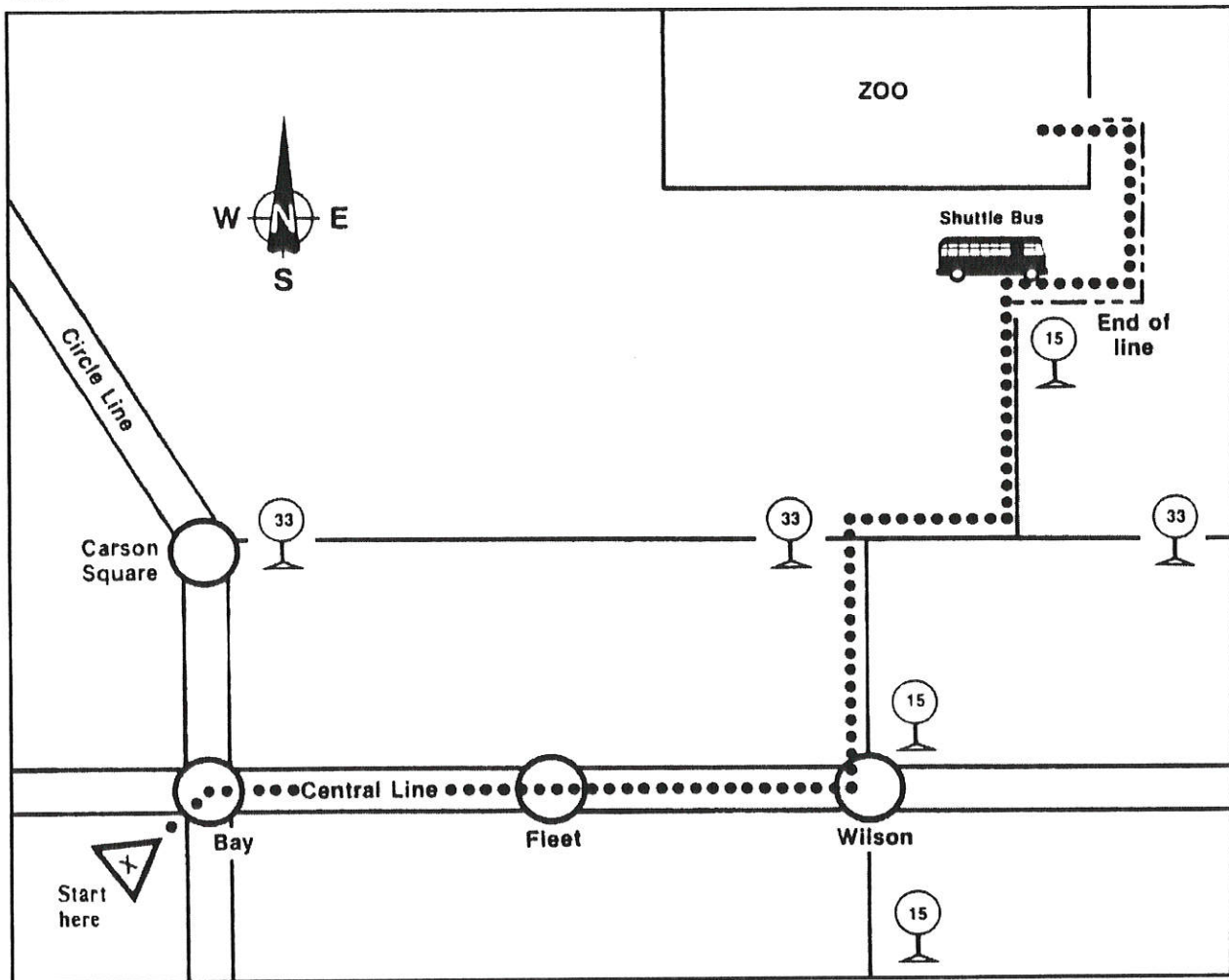


4

MAP FOR CONVERSATION 2

SB p. 4

KEY



○ – subway stations

To focus on the exponents for giving directions for going by bus or subway

Text

- 4) Inform the Ss that they will look at the conversations they have just heard.
See p. 7.
- 5) Have the Ss turn to SB p. 5.
- 6) For each conversation:

Have the Ss try to identify the exponents for giving directions for going by bus or subway. Ss underline the exponents in their SBs. See KEY.

Discuss the exponents with the Ss.

5

Giving Directions for Going by Bus or Subway

SB p. 5

Script**KEY****CONVERSATION 1**

- Joyce: So, Tom, how do I get to your place?
- Tom: That's easy, Joyce. Just take the 96 bus till you get to Wells Boulevard.
- Joyce: Uh-huh.
- Tom: O.K., you get off there and – then let me see – you transfer to the 148 bus going east.
- Joyce: I see.
- Tom: Ask the driver to let you off at Trenton.
- Joyce: Then I can walk the rest of the way?
- Tom: Yeah, just cross Wells Boulevard, and keep walking north till you get to the first cross street. That's Barclay, and 427 is on your left, right near the corner.

CONVERSATION 2

- Carol: I was thinking of taking the kids to the zoo tomorrow, but I'm not really sure how to get there.
- Kate: Oh, it's not complicated. Just take the Central line going east to Wilson.
- Carol: O.K.
- Kate: Then you take the number 15 bus north to the end of the line. From there, there's a special shuttle bus that'll take you right to the main gate of the zoo.
- Carol: Oh good. How often do they run, do you know?
- Kate: Oh, I think there's usually one about every 15 minutes.

To have the Ss try giving directions

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

6 Giving Directions

SB p. 6

Roles: S1 – Ask for Directions.

S2 – Give directions.

Switch roles and repeat the role plays.

S1

Ask how to get to:

1. Karen's office by car
2. Tom's place by bus
3. the zoo by subway or bus

S2

Give directions using the following maps:

1. Map for giving directions for going by car, p. 1.
2. Map for Conversation 1, p.3.
3. Map for Conversation 2, p.4.

STUDY

SB p. 7

Giving Directions for Going by Car

Go north on King Street.

Go straight along Simpson Street **till/until you get to** the Coliseum.

Take Route 36 **going west** and **get off at** Exit 13.

Get on the Queensway **at** O'Conner Street.

Go along		Simpson		up to		the Coliseum.
Go straight on				to		

Turn right when you get to St. Paul.

Make a left (turn) at the intersection.

Stay on Aberdeen **till you see** a big park on your left.

Keep going		on		Weston Road for about a mile and you'll come to
Continue		along		Brunswick.

Giving Directions for Going by Bus or Subway

You take the number 15 bus **to** the end of the line.

Take the Lakeshore bus		going west till you get to Wilson Road.
		as far as the stadium.

Take line number 1 **going south all the way to** the terminus.

Get off at		Barclay Road.
Ask the driver to let you off at		

Transfer to the 65 bus **at** Centre Street.

Change to line number 2 **at** the George Street Station.

Reassuring
When giving directions to someone, we often include comments to reassure the person.

That's easy.
It's not complicated.
It's really quite simple.

All you do is follow Route 71 to Belleview.

Just go straight along Hunter Road.

You can't miss it.

PRACTICE**PRACTICE 1****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=1 **WRITE / SPEAK**

SB p. 9

To practise the language for giving directions.

In Part A, you will write directions to a place. Then, in Part B, you will practise giving these directions orally.

- A. The map on p. 11 shows two routes to get to the General Hospital:

Route 1 is by bus and subway.

Route 2 is by car.

Write what you might say to give directions for each route. Write your answers in the spaces provided.

Route 1: Bus and Subway

**Suggested
KEY**

Take the number 6 bus to the Flood Street subway station.

Get off there and take the Orange subway line to Riverview.

At Riverview, get off and transfer to the Blue line going north.

Get off at the Church Street station and take the 33 bus going west.

Ask the driver to let you off at the corner of Church and University.

Route 2: Car

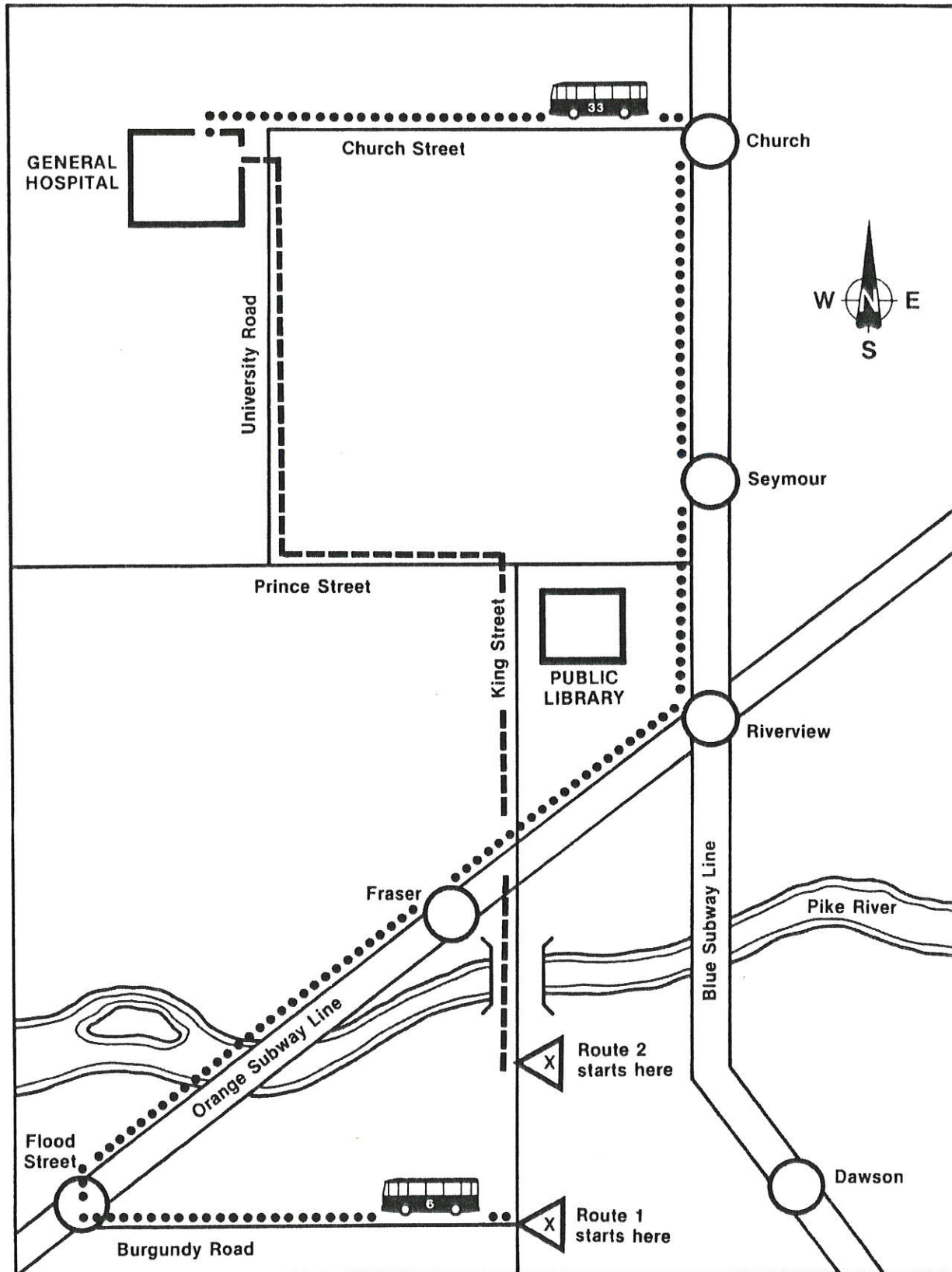
Drive north along King Street, cross the bridge and keep going straight till you get to the Public Library.

There you turn west and go along Prince Street.

Keep on Prince Street till you get to University Road.

At University Road, make a right then keep going till you get to the corner of Church and University.

The hospital's right there on the corner.



To the teacher

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

SB p. 12

- B. Work with a partner.

You will now practise giving directions using the map from Part A.

Role play I **Going to the General Hospital by bus and subway**

S1 – Give directions using Route 1 on the map.

S2 – Check the directions S1 gives you using the directions you wrote in Part A.

Now switch roles and do Role play II.

Role play II **Going to the General Hospital by car**

S1 – Give directions using Route 2 on the map.

S2 – Check the directions S1 gives you, using the directions you wrote in Part A.

PRACTICE 2**To the teacher****NOTE:**

Use Student's tapes or CD-ROMs one and two.

- 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 with the Ss.
- 3) Give each group their respective tape or CD-ROM.
- 4) Have the Ss do Part A.

P=2= **LISTEN / SPEAK**

SB p. 12

To practise listening to and giving directions.

In Part A, you will listen to conversations in which people give directions and you will trace the routes on some maps. Then, in Part B, you will use this information to role play.



A. Work in a group.

S1's – Maps 1 and 2, pp. 13 - 14

S2's – Maps 3 and 4, pp. 15 - 16

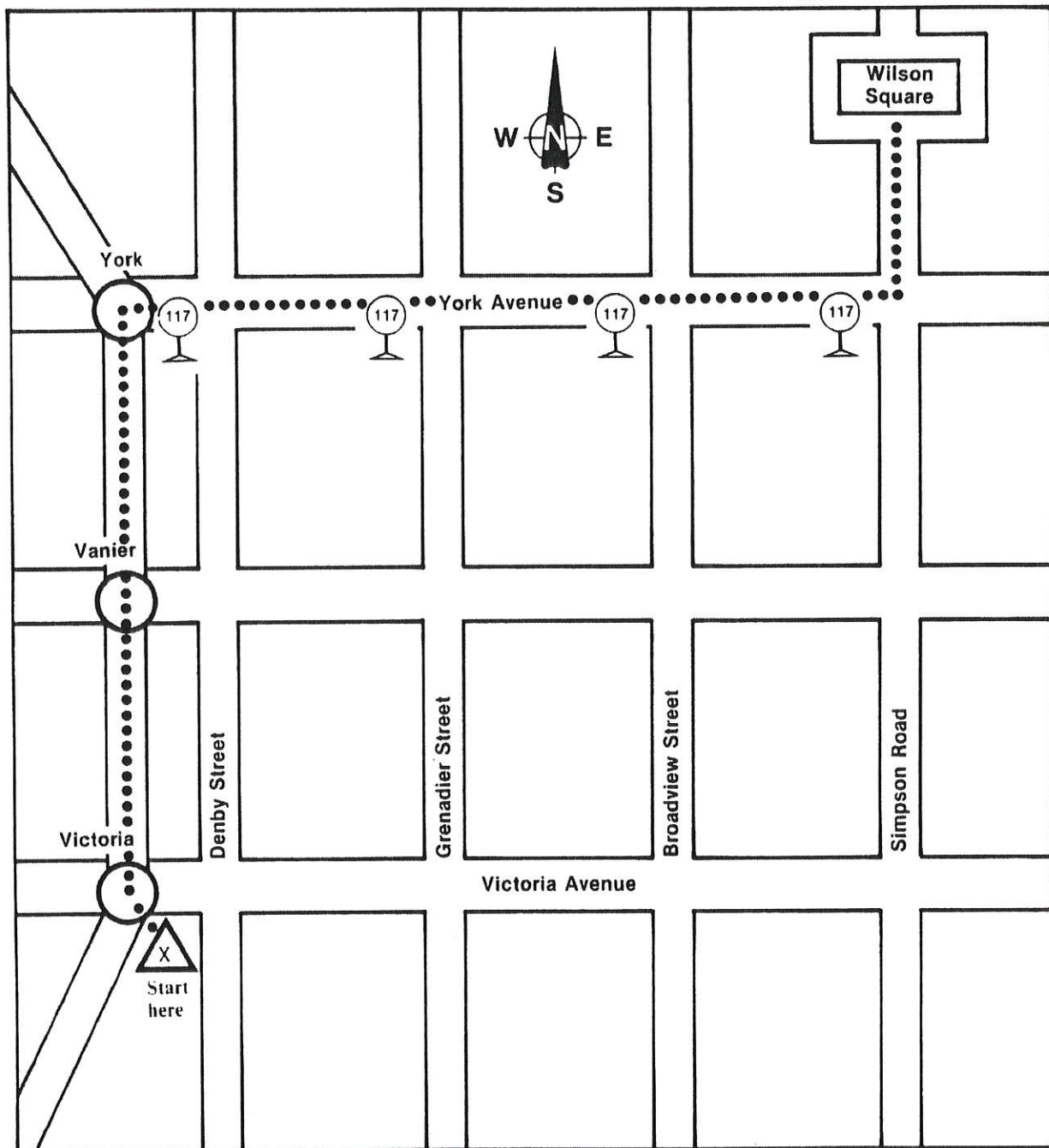
For each map:

Listen to the corresponding conversation once and decide where the speaker is giving directions to. Write the information in the space provided at the bottom of the map.

Then listen to the conversation again and trace the route on the map.

MAP 1

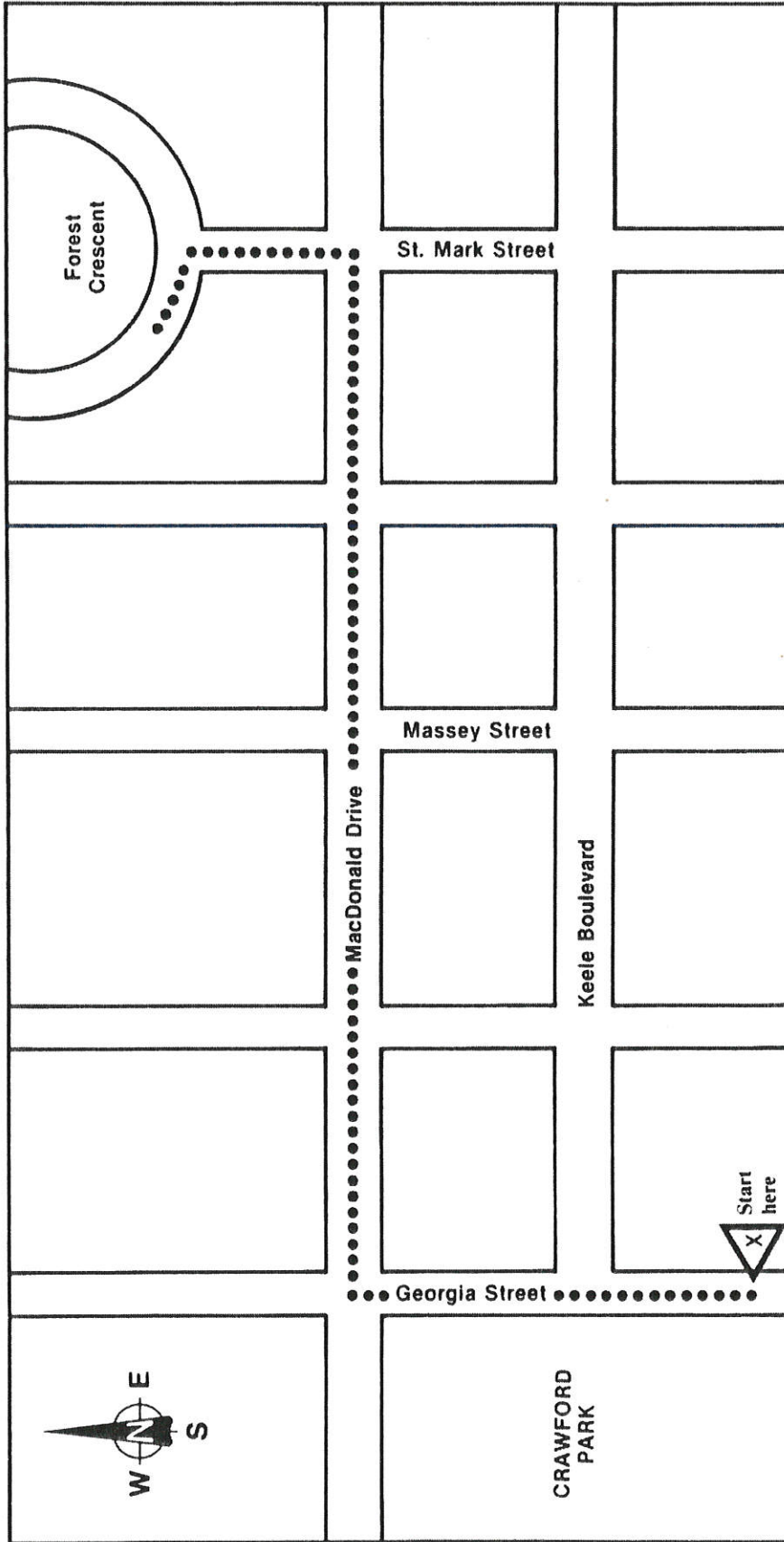
KEY



Directions to: the Institute

MAP 2

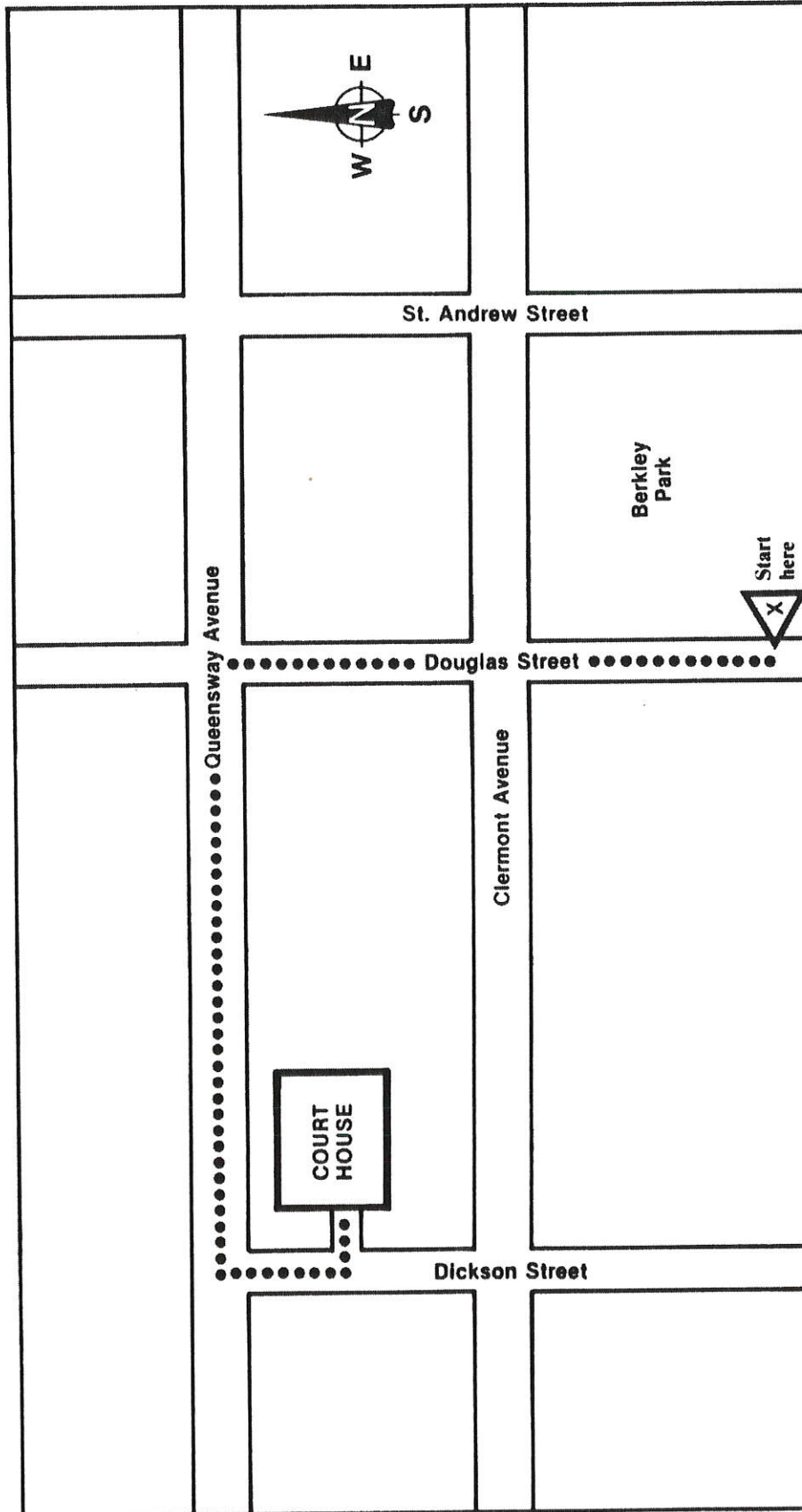
KEY



Directions to: someone's house

MAP 3

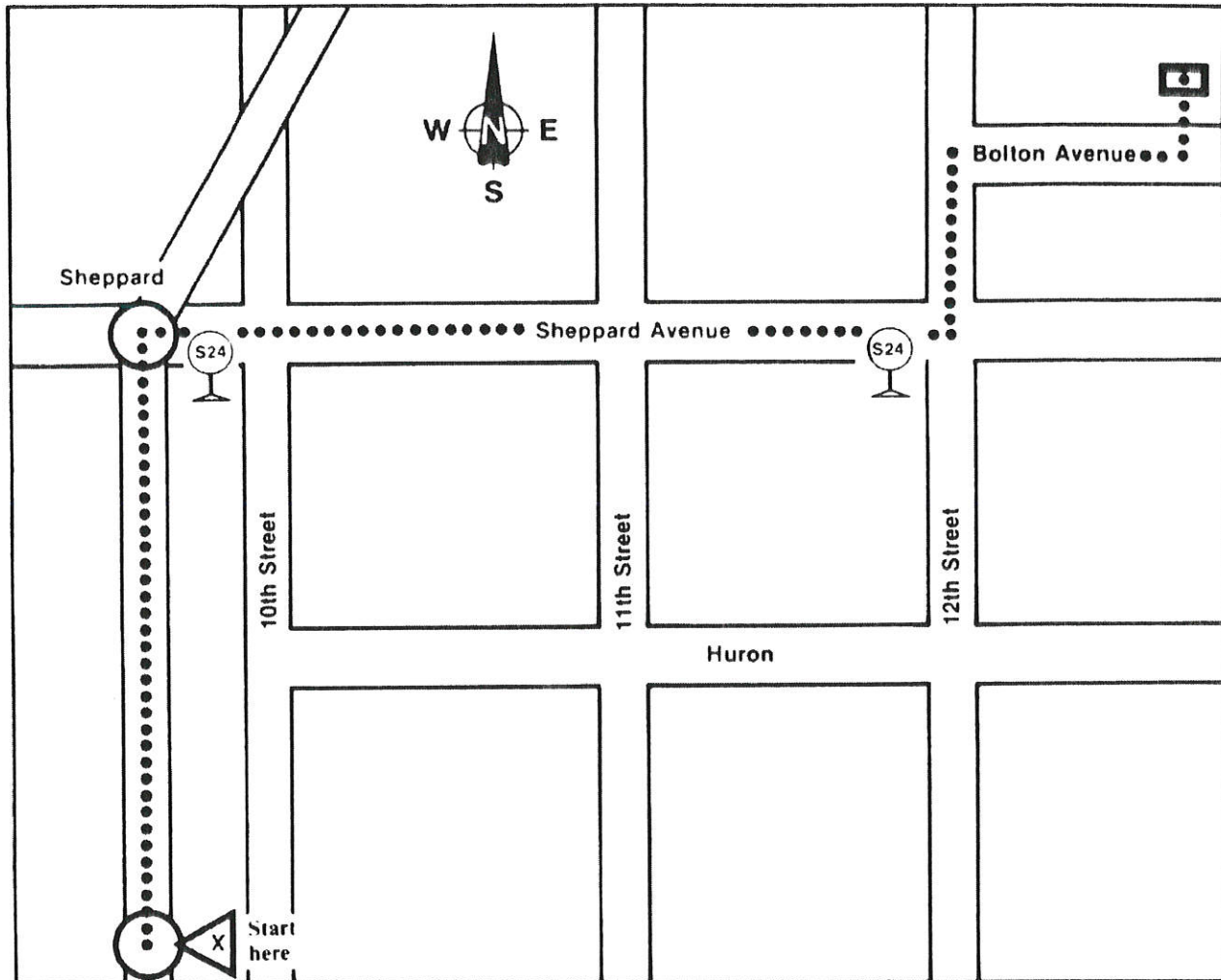
KEY



Directions to: the Court House

MAP 4

KEY



Directions to: someone's house

To the teacher

- B. 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, have the Ss compare their maps.

SB p. 16

- B. You will now role play situations using the maps in Part A.

Roles: S1 – p. 17

S2 – p. 18

S1

For Situations 1 and 2, you will give your partner directions using Maps 1 and 2 from Part A.

Situation 1

You work at the Institute for Economic Development.

Someone calls you to find out how to get there by bus and subway.

Use Map 1. **You begin.**

Situation 2

You've invited a friend from the office to a party at your house.

Explain to him/her how to get there by car.

Use Map 2. **Your partner begins.**

For Situations 3 and 4, you will ask for directions and trace them on Maps 3 and 4 from Part A.

Situation 3

You want to go to the Court House, but you've lost your way.

You pull your car over to the side of the road and ask a passer-by for directions.

Trace the route you are given on Map 3. **You begin.**

Situation 4

You've been invited to an outdoor barbecue Saturday evening at a friend's house. You've never been there before.

Call your friend to ask for directions by bus and subway.

Trace the route you are given on Map 4. **Your partner begins.**

Now compare your maps with your partner's.

S2

For Situations 1 and 2, you will ask for directions and trace them on Maps 1 and 2 from Part A.

Situation 1

You want to use the library at the Institute for Economic Development.

You call to find out the best way to get there by bus and subway.

Trace the route you are given on Map 1. **Your partner begins.**

Situation 2

A friend from the office has invited you to a party at his/her house. You're planning on driving out there but you don't know the way.

Ask your friend for directions to his/her place.

Trace the route you are given on Map 2. **You begin.**

Now compare your maps with your partner's.

For Situations 3 and 4, you will give your partner directions using Maps 3 and 4 from Part A.

Situation 3

You're walking your dog.

A car pulls up and the driver asks you for directions to the Court House.

Use Map 3. **Your partner begins.**

Situation 4

You've invited a friend to an outdoor barbecue at your place Saturday evening.

He/she calls you to find out how to get there by bus and subway.

Use Map 4. **You begin.**

Script 1

1. A: Take the subway to York Avenue, and then take the 117 going east.
B: Right. The 117 going east.
A: Then you get off at Simpson Road. That's the third stop.
B: O.K.
A: Now, to get to the Institute all you have to do is walk north up Simpson till you get to Wilson Square. The Institute's on the north side of the square in the building with the stone front.
B: O.K. The building with the stone front on the north side of the square.
A: That's right.
B: Is it close to the subway? I mean, do you think I could walk there instead of taking the bus?
A: Sure. It's not far. It's only about 15 minutes.
2. A: So what's the easiest way for me to get out there?
B: Well, if I were you I'd go north along Georgia Street and turn right onto MacDonald Drive.
A: O.K., north on Georgia Street, right at MacDonald Drive.
B: Yes, and then you stay on MacDonald Drive till you get to St. Mark, where you make a left.
A: All right.
B: Then continue along St. Mark till you get to Forest Crescent and there you turn left again.
A: O.K. I think I've got it...and you're at number 17.
B: Yeah, it's the second house from the corner.

Script 2

3. A: The Court House isn't very far from here. But you'll have to go north on Douglas all the way to Queensway because Clermont is one way east.

B: I see.

A: Then once you get to Queensway, you turn left and go west along Queensway as far as Dickson. At Dickson turn left again.

B: O.K. Left on Queensway and left again on Dickson.

A: That's right. The entrance to the parking lot's about halfway between Queensway and Clermont. You can't miss it. It's very well marked.

4. A: Oh, by the way, how do I get there?

B: That's easy. Just take the subway to Sheppard and then catch the bus that runs east along Sheppard. I think it's the S24.

A: Yeah, the S24 runs along Sheppard.

B: O.K. Now, you get off the bus when you get to 12th Street and walk north on 12th to Bolton.

A: So far, so good.

B: O.K. I'm on Bolton at the end of the block. It's an old Victorian house, you can't miss it.

A: Oh, thanks a lot.

PRACTICE 3 TREASURE HUNT

To the teacher

Go over the situation and the letter with the Ss.

Make sure that the Ss all begin the activity at the same time.

The first S who unscrambles the treasure is declared the winner.

P=3=TREASURE HUNT

SB p. 19

To practise following directions.

Read the SITUATION:

Your rich and eccentric uncle, Winston Hinkley III, died recently. In his will he has named you as one of his possible heirs, along with all his other nieces and nephews. The catch is that he's hidden the money and the one who finds it first gets it all. He's left a letter with a map to guide you to the treasure.

Read the letter:

My dearest nephews and nieces,

Instead of dividing my estate equally among all of you, I decided it would be more interesting to have a sort of competition, where winner takes all!

I have hidden my fortune, and in order for you to get it you will have to find it!

Each of you will receive a copy of the directions, in scrambled order, along with a map. To locate the 'treasure' you must first figure out the correct order of the instructions and trace them on the map.

Good luck to all of you.

Your loving uncle,

Winston Hinkley III
Winston Hinkley III

Below are the directions to Uncle Winston's treasure, and the map.

As you decide on the correct sequence of the directions:

- number them in the spaces provided
- trace the route on the map

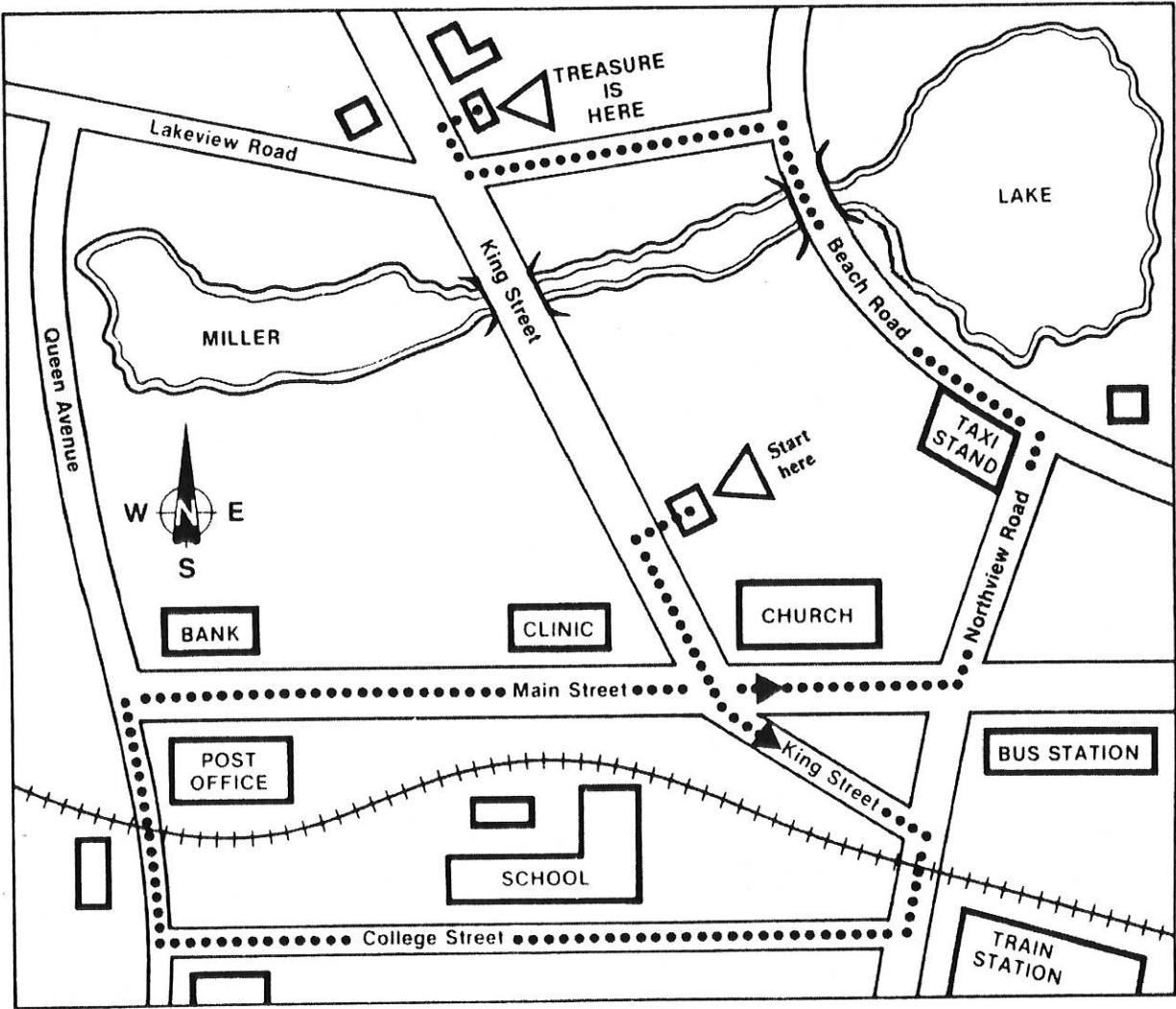
Directions to the Treasure

KEY

- | | |
|-----------|---|
| <u>10</u> | Turn right onto King Street. |
| <u>4</u> | Go along there to Queen Avenue. |
| <u>1</u> | Go south along King Street to Northview. |
| <u>8</u> | Go north along there to the bridge. |
| <u>6</u> | Walk east along Main Street and turn left when you get to Northview. |
| <u>2</u> | Turn right at Northview and walk south past the railway tracks. |
| <u>7</u> | Continue along Northview and turn left again at the first street past the taxi stand. |
| <u>5</u> | Walk north along Queen till you get to Main Street. |
| <u>9</u> | Turn left or right after you cross the bridge. You can only go one way. |
| <u>3</u> | Turn right at the first street past the tracks. |
| <u>11</u> | The money is in the first building on your right. You'll find it in the basement just under the stairs. |

Treasure Map

KEY



UNIT 54

MAKING INQUIRIES

PRESENTATION

PART I

OPENING AN INQUIRY

To lead into the topic of making inquiries

Illustration \

- 1) Have the Ss turn to SB p. 23. See p. 28.
- 2) Discuss the poster with the Ss. You can ask them, for example:

What's this poster advertising?

What do you know about white-water rafting?

Have you ever been white-water rafting?

Do you know anyone who has?

To focus on the exponents for opening an inquiry

Situation \

- 3) Present the SITUATION to the Ss:

**You are interested in going white-water rafting. You call
Outdoor Adventures to get information about the tours.**

- 4) Elicit the exponents for opening an inquiry by asking the Ss, for example:

What might you say when the travel agent answers the phone?

Write the exponents on the BB. See STUDY p. 37.

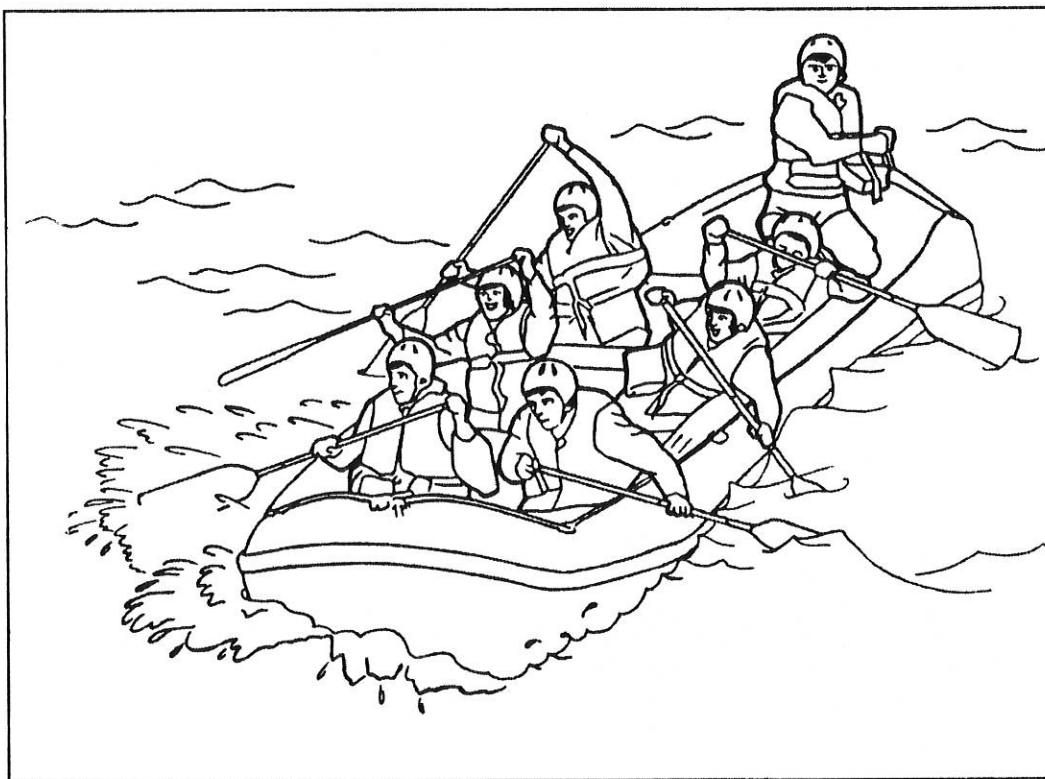
1

Making Inquiries

SB p. 23

Shoot the Rapids

Thrills! Chills!



**Take a White-Water Tour of the
IROQUOIS RAPIDS**

For Further Information Contact

**OUTDOOR ADVENTURES INC.
731-6984**

PART II

ASKING FOR INFORMATION

To focus on 'wh' - questions in the context of asking for information

Situation \

- 1) Refer the Ss to the situation in Part I and ask them what they might want to know about the white-water rafting tours. List the Ss' responses in telegraphic form on the BB, for example:

Telegraphic cues \

cost
 number of people per tour
 location of Iroquois Rapids
 departure times
 place of departure
 duration of tour

- 2) Review **wh** - question formation. Go through the list and elicit possible questions for each item. Write the questions on the BB. See STUDY p. 37.

To focus on 'yes-no' questions in the context of asking for information

Text \

- 3) Inform the Ss that they will look at some conversations in which people are asking for more information about white-water rafting tours.
- 4) Have the Ss turn to SB p. 24. See p. 30.
- 5) For each number:

Have the Ss try to complete the question, referring to the appropriate words from the list on the side. Ss write the words in the spaces provided. See KEY.

Review **yes-no** question formations. See STUDY p. 37.

2

'Yes-No' Questions

SB p. 24

KEY

1. A: Do you have any tours on Monday?

B: Yes, weather permitting, we have tours every day.

2. A: Do I have to reserve seats in advance?

B: It isn't absolutely necessary, but we recommend it.

3. A: Is there any space available on your Friday afternoon tour?

B: For how many people?

4. A: Do you provide life jackets and other equipment?

B: Yes, we do. Life jackets and helmets.

5. A: Are the tickets still \$145?

B: No, I'm afraid we've had to increase the price a bit. They're \$160 now.

6. A: Does the price include transportation to Iroquois Rapids?

B: No, you have to provide your own transportation there.

price/include

you/have

you/provide

there/be

tickets/be

I/have to

PART III

ASKING FOR INFORMATION IN A MORE POLITE WAY

To focus on the exponents for asking for information in a more polite way

Text \

- 1) Have the Ss look at SB p. 24 again. See p. 30.
- 2) Elicit the exponents for asking for information in a more polite way. You can begin by saying, for example:

For the first **yes-no** question you could say,
"Do you have any tours on Monday?"

Then ask the Ss, for example:

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

Write the exponents on the BB. See STUDY p. 38.

To focus on the formation of indirect 'yes-no' questions

Text \

- 3) Explain the formation of indirect **yes-no** questions. See STUDY p. 38.
- 4) Have the Ss turn to SB p. 25. See p. 32.
- 5) Have the Ss change the direct questions to indirect questions. Encourage the Ss to vary the exponents. Ss write the questions in the spaces provided. See KEY.

To focus on the formation of indirect 'wh' - questions

Text \

- 6) Explain the formation of indirect **wh** - questions. See STUDY p. 38.
- 7) Have the Ss turn to SB p. 26. See p. 33.
- 8) Follow the same procedure as in step 5 above.

- 9) Discuss the appropriateness of indirect questions with the Ss. You can ask, for example:

If you had to ask several questions, would you ask them all this way?

When would you use indirect questions?

e.g. at the beginning of an inquiry, for variety when you ask several questions.

3 Indirect Yes-No Questions

SB p. 25

Suggested KEY

1. Do you have any tours on Monday?

*I'd like to know if you have
any tours on Monday.*

2. Do I have to reserve seats in advance?

*I was wondering if I have to
reserve seats in advance.*

3. Is there any space available on your Friday afternoon tour?

*Would you know if there's any
space available on your Friday
afternoon tour?*

4. Do you provide life jackets and other equipment?

*I was wondering if you provide
life jackets and other equipment.*

5. Are the tickets still \$145?

*Can you tell me if the tickets
are still \$145?*

6. Does the price include transportation to Iroquois Rapids?

*I'd like to know if the price
includes transportation to
Iroquois Rapids.*

4

Indirect Wh-Questions

SB p. 26

**Suggested
KEY**

1. How much do the tours cost?

*I was wondering how much the
tours cost.*

2. How many people do the rafts
carry?

*I'd like to know how many people
the rafts carry.*

3. Where is Iroquois Rapids?

*Can you tell me where Iroquois
Rapids is?*

4. How do I get there?

*Could you tell me how I get
there?*

5. How often do the tours run?

*I was wondering how often the
tours run.*

6. When do they leave?

*I'd like to know when they
leave.*

7. How long do they last?

*Can you tell me how long they
last?*

To have the Ss try making inquiries

- 10) Have the Ss turn to SB p. 27. See below.
- 11) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play the situation in the Presentation. Encourage the Ss to use indirect as well as direct questions.

5

Making Inquiries

SB p. 27

Roles: S1 – You are interested in going white-water rafting.

S2 – You are a travel agent at Outdoor Adventures.
You begin.

Switch roles and repeat the role play.

S1

Call Outdoor Adventures to get more information about the tours. You want to know:

- | | |
|------------------------------|--------------------------------------|
| 1. cost of the tour | 4. if they provide equipment |
| 2. when the tours leave | 5. how to get to Iroquois Rapids |
| 3. how many people in a raft | 6. if you have to reserve in advance |

S2

Answer the caller's questions using the Information Sheet below.

INFORMATION SHEET FOR WHITE-WATER TOURS

- | | | | |
|---|---|---|--------------------|
| 1. Cost | <ul style="list-style-type: none">• \$160 per person (no children under 15)• \$80 for students and senior citizens• group rates available; inquire by mail | | |
| 2. Departures | <table border="0"><tr><td style="vertical-align: top;"><ul style="list-style-type: none">• Monday to Friday – 11 a.m.• Saturday – 10:30 a.m., 1:00 p.m.• Sunday – 11 a.m., 2:00 p.m.</td><td style="vertical-align: middle; padding-left: 10px;"> weather permitting</td></tr></table> | <ul style="list-style-type: none">• Monday to Friday – 11 a.m.• Saturday – 10:30 a.m., 1:00 p.m.• Sunday – 11 a.m., 2:00 p.m. | weather permitting |
| <ul style="list-style-type: none">• Monday to Friday – 11 a.m.• Saturday – 10:30 a.m., 1:00 p.m.• Sunday – 11 a.m., 2:00 p.m. | weather permitting | | |
| 3. Size of groups | <ul style="list-style-type: none">• maximum 10 passengers per raft plus a guide to accompany each group: i.e. 11 people total per raft | | |
| 4. Equipment | <ul style="list-style-type: none">• all equipment provided, including life jackets, helmets | | |
| 5. Location | <ul style="list-style-type: none">• tours leave from the dock at Iroquois Rapids (32 kilometres north of Ottawa on the Iroquois River, exit off Highway 14) | | |
| 6. Reservations | <ul style="list-style-type: none">• strongly recommended especially for weekend or holiday tours | | |

STUDY

SB p. 29

MAKING INQUIRIES

Opening an Inquiry

<p>I'd like some information I'm calling (to inquire/ask) I'm interested in finding out</p>		<p>about the white- water tours.</p>
---	--	--

Could you give me some information about the
rafting tours?

Asking for Information

Wh- Questions

How much do the tours cost?
How many people do the rafts carry?
Where is Iroquois Rapids?
How do I get there?
How often do the tours run?
When do they leave?
How long do they last?
Who do I ask about the tours?

Yes-No Questions

Are the tours supervised?
Do you provide life jackets?
Does the price include transportation?
Do the tours run on Sundays?
Is there any age restriction?
Do I have to reserve in advance?
Can I pay by credit card?
Are there any information sheets?

Ways of Asking for Information in a More Polite Way

To ask for information in a more polite way, indirect questions are often used. They begin with expressions such as:

I'd like to know ...
I was wondering ...
Can you tell me ...
Would you know ...

For **yes-no questions** use the connectors **if** or **whether**.

Do you have a flight
leaving for Vancouver
tonight? _____

I'd like to know if you
have a flight leaving for
Vancouver tonight.

Do you do passport
photos? _____

I was wondering whether
you do passport photos.

For **wh-questions**, the question word becomes the connector.

When can I bring my
car in for a tune-up? _____

Can you tell me when I
can bring my car in for
a tune-up?

PRACTICE

PRACTICE 1

To the teacher

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

P=1

WRITE / SPEAK

SB p. 31

To practise the language for asking for information.

A. For each number:

Decide which person listed in the box you would ask to get the information you need. Write your answer in the second column.

the client	the reservations clerk
a colleague	the mail clerk
a bus driver	a clerk at City Hall
a clerk at the bus terminal	your insurance agent
a mechanic	the secretary

**Suggested
KEY**

You want to know:	You ask:	Inquiry
1. the price of a first-class ticket to Toronto.	<u>the reservations</u> <u>clerk</u>	<u>How much is a first-</u> <u>class ticket to</u> <u>Toronto?</u>

You want to know:	You ask:	Inquiry
2. if the dental plan covers your children.	<u>your insurance agent</u> _____	<u>I was wondering if the</u> <u>dental plan covers my</u> <u>children.</u>
3. the procedure for getting a building permit.	<u>a clerk at City Hall</u> _____	<u>I'd like to know how</u> <u>to get a building</u> <u>permit.</u>
4. the spelling of your client's last name.	<u>the client</u> _____	<u>How do you spell</u> <u>your last name?</u> _____
5. the time the bus from Timmins arrives.	<u>a clerk at the bus</u> <u>terminal</u>	<u>Can you tell me when</u> <u>the bus from Timmins</u> <u>arrives?</u>
6. if next Monday is a holiday.	<u>a colleague</u> _____	<u>Is next Monday a</u> <u>holiday?</u> _____
7. the frequency of mail pickup.	<u>the mail clerk</u> _____	<u>How often do you pick</u> <u>up the mail?</u> _____

You want to know:	You ask:	Inquiry
8. the person to see about a mistake in your pay cheque.	<u>the secretary</u> _____	<u>Who do I see about a</u> <u>mistake in my</u> <u>pay cheque?</u>
9. the bus you take to get to the General Hospital.	<u>a bus driver</u> _____	<u>Can you tell me which</u> <u>bus I take to get to</u> <u>the General Hospital?</u>
10. the length of time it will take to replace the muffler on your car.	<u>a mechanic</u> _____	<u>How long will it take</u> <u>to replace the</u> <u>muffler?</u>

To the teacher

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

SB p. 33

- B. For each number, write what you might ask to get the information you need.

To the teacher

- C. 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. 33

- C. Work with a partner.
Role play the situations in Part A.
Roles: S1 – Make the inquiry.
S2 – Respond.
Switch roles after Number 5.

PRACTICE 2

To the teacher

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

P=2=

SB p. 33

LISTEN / WRITE / SPEAK

To practise listening to and making inquiries.

In Part A, you will match conversations with advertisements, and in Part B, you will write questions based on the conversations.

- A. Listen to each conversation and match it with the appropriate ad. Write the number of the conversation in the space provided under the ad.



LEARN TO DANCE
SINGLES
OR
COUPLES
4 Lessons \$10
*Light Step
Dance Studio*



**REDUCE YOUR
FOOD BUDGET**



Join
The Neighbourhood Food Co-op
Now! 864-5700

KEY

Conversation 1

Conversation 8

LOSING YOUR HAIR?

Before After



See us for
hair transplants
HAIR RESTORATION CENTRE
849-7016

Want to send
a message?

SINGING

TELEGRAMS

Delivered to home or office
824-6166

Conversation 6

Conversation 5

Fast Fresh Cleaning

- offices
- institutions
- stores

We keep it CLEAN!

Call
931-5899



Gourmet Club

Courses
in International Cuisine



Meals included
SMALL GROUPS 531-3593

Conversation 3

Conversation 4

TOUR THE CARIBBEAN
THE WAY YOU'VE ALWAYS DREAMED



Sea Playground Cruise Lines
Call your travel agent
for your dream vacation today

STANLEY

T
O
R
A
G
E



- Insured
- Fireproof
- Reasonable

Call us anytime
391-5248

Conversation 2

Conversation 7

To the teacher

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

SB p. 35

- B. Below you will see parts of the conversations that you heard in Part A. Complete each conversation by writing in questions based on appropriate cues from the box.

- | | |
|------------------------------------|-----------------------------|
| • how often/do/carpets | • how big/classes |
| • which islands/stop at | • how long/treatment/take |
| • offer/tango lessons | • what kind of work/involve |
| • who/teach/Chinese cooking course | • do/in English and French |
| • where/embark | • where/warehouse |

Script

**Suggested
KEY**

1. A: I'd like to know how big your classes are.
B: Usually 20 to 30 people. Our studios are quite large.
A: I see, and you offer tango lessons?
B: Oh yes. And we also have samba, cha-cha and rumba.
2. A: First, could you tell me where we embark?
B: We leave from Miami.
A: And which islands do you stop at?
B: Our ports of call are Freeport, Nassau and San Juan.
A: Sounds nice! Can you send me your brochure?

3. A: We empty the ashtrays and wastepaper baskets every night.
B: O.K. and how often do you do the carpets?
A: We do them every second day.
4. A: Can you tell me who teaches the Chinese cooking course?
B: It's Peter Wang. He's the chef at the Red Dragon.
A: Oh yes, I think I've heard of him.
5. A: We have songs for every occasion – birthdays, anniversaries, even graduations.
B: Do you do them in English and French?
A: Yes, our people are all bilingual.
6. A: We guarantee that this will really improve your appearance.
B: And also, I was wondering how long the whole treatment takes.
A: Our specialist would have to see you before we can tell you the number of visits it would require.
7. A: We put your items in closed containers in a humidity-controlled warehouse.
B: I see, and where is the warehouse located?
A: It's in the east end, on Fletcher Road.
8. A: So it means working there a few hours a month.
B: That's right.
A: And what kind of work does this involve?
B: Oh, maybe working at the cash, pricing merchandise,...
A: O.K. How do I become a member?

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. 36

- C. Work with a partner.

Practise reading your corrected conversations and those of your partner.

To the teacher

- D. 1) Have the Ss change partners and go over the instructions with them.
2) Have the Ss do the role plays.

SB p. 37

- D. Work with a partner.

Use the ads to role play.

For each situation:

Think about your role before you begin.

Roles: S1 – Make the inquiry.

S2 – Respond.

Switch roles after Number 4.

PRACTICE 3 JIGSAW

To the teacher

NOTE:

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

- A. 1) Divide the Ss into three groups.
- 2) Go over the instructions with the Ss.
- 3) Give Tape or CD-ROM 1 to Group I and Tape or CD-ROM 2 to Group II and have Group III turn to the newspaper article on SB p. 39.
- 4) Have the three groups write their information in the chart.

P₃ J I G S A W

SB p. 37



To practise listening to people exchanging information.

- A. Work in a group.

Read the SITUATION:

A car maintenance course is being offered by a local school board.

You will fill in a chart with information about the course.

You will work in **three** groups. Each group will get information from a different source.

Group I – You will listen to a conversation between Larry, who's interested in taking the course, and Janet, who's taken the course.

Group II – You will listen to a conversation between David, who's interested in registering for the course, and Mrs. Atkins, who's responsible for course registration.

Group III – You will read an article from the newspaper about the course.

Each of these three sources contains only some of the information needed to complete the chart. Using your source of information, fill in as much of the chart as you can.

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

KEY

CAR MAINTENANCE COURSE		
1. place	<i>MacDonald High School</i>	<i>Groups I, III</i>
2. cost	<i>\$50.00</i>	<i>Groups II, III</i>
3. starting date	<i>January 24</i>	<i>Group II</i>
4. length of course	<i>8 weeks</i>	<i>Group I</i>
5. days course offered	<i>Monday and Wednesday</i>	<i>Groups I, II</i>
6. time of course	<i>7 - 10 p.m.</i>	<i>Group II</i>
7. instructor	<i>Tom Jacobs</i>	<i>Group III</i>
8. what you need	<i>coveralls</i> <i>book 'Under the Hood'</i>	<i>Group I</i>
9. what the course teaches	<i>general idea of what goes on under the hood, repairs you can do yourself</i>	<i>Groups I, III</i>
10. how often the course is given in a year	<i>4 times a year</i>	<i>Group III</i>

Group I**Script 1**

LARRY: Oh, hi Janet! Mind if I join you for coffee?

JANET: Not at all, Larry. Here, have a seat.

LARRY: Thanks.

JANET: So, how are things?

LARRY: Oh, fine. Say, Janet, didn't you take a car maintenance course in September at MacDonald High?

JANET: Yeah, I did. Why? Are you thinking of taking it too?

LARRY: Well, I'm considering it. What can you tell me about it?

JANET: Well, it was given at the high school, on Monday and Wednesday nights I think. It lasted about eight weeks and it was really good. I recommend it.

LARRY: Well, I'll give them a call then. Will I need anything special for the course?

JANET: Oh, a pair of coveralls for sure! You get pretty dirty working on your car.

LARRY: Do you have to have your own car?

JANET: Not really, but each week we looked at a different student's car and tried to figure out what was wrong with it.

LARRY: Sounds interesting. Will I need any books?

JANET: Yeah, you have to buy a book called 'Under the Hood', but I can lend you mine.

LARRY: Thanks a lot, Janet. I'd really appreciate that.

Group II

Script 2

MRS. ATKINS: Good evening, Continuing Education, Mrs. Atkins speaking.

DAVID: Yes, I'm interested in taking an evening course in car maintenance. Do you offer anything like that?

MRS. ATKINS: Yes, we do. Unfortunately, it's too late to register for the course starting next week.

DAVID: Oh, that's too bad. Do you know if there's going to be another course given soon?

MRS. ATKINS: Yes, registration for the next session is from January the 10th to the 15th, and that course starts, let me see ... on the 24th. It's Monday and Wednesday from seven to ten in the evening.

DAVID: O.K. And how much does the course cost?

MRS. ATKINS: It's \$50. And I'd suggest that you come down on the first day of registration. That course is extremely popular and it fills up quickly.

DAVID: Well, can I give you my name now?

MRS. ATKINS: No, I'm sorry. I can't take any registrations over the phone. You'll have to come to the school in person.

DAVID: O.K. Thanks for your help.

SB p. 39

Group III

CAR SECRETS REVEALED

DUNDAS – What do you do if your car won't start? Is your garage giving you a fair deal? An innovative course at MacDonald High School helps concerned car owners with these problems.

Instructor, Tom Jacobs, who has been giving the course, limited to 15 students at one time, says many motorists have no idea of how their car works.

"We try to give the students a general idea of what goes on under the hood," says Jacobs, "and show them repairs they can do themselves."

Carol Smithers, 23, found the course extremely helpful. "I just bought my first car last year," said Smithers, "and I was terrified of having problems

with it. The course really gave me confidence."

Another satisfied student, Glen McIntyre, 47, has been driving for over 24 years. He wanted to learn how to do his own repairs.

"I've saved a lot of money," says McIntyre. "Every car owner should take this course. It's only \$50 and it pays for itself."

Jacobs says that the course is presently being given four times a year, but because of increased demand, the school is considering offering more courses.

For more information, call the Continuing Education Department at 572-0321.

To the teacher

- B. 1) Form groups of three with one S from each group.
- 2) Go over the instructions with the Ss.
- 3) Have the Ss complete their charts.

SB p. 39

- B. Work in a group.

Ask your partners from the other groups for the information you need to complete the chart.

PRACTICE 4**To the teacher**

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

P4

SB p. 40

SPEAK Work with a partner.

To practise making inquiries.

You will role play situations in which one person makes inquiries over the telephone and the other responds.

Roles: S1 – p. 40

S2 – p. 43

S1

A. You make the inquiry. For each situation, ask for information using the cues provided. **Your partner begins.**

1. You want to find out about sending a small parcel from Toronto to Edmonton. Phone the Rapido Package Delivery Service.

You want to know:

- the cost
- if there's pickup and delivery
- how long it takes

2. You want information about pay T.V. You already have cable. Phone Centralvision Cable T.V.

You want to know:

- what channels are offered and their rates
- the cost of installing the decoder
- if they install on weekends

3. You want to rent a car for the weekend. You know Drive-On Car Rentals offers a weekend special for \$180. You call to get more information.

You want to know:

- what the 'special' includes
- if you can pick up the car Friday morning
- what time to return the car Sunday
- which credit cards they take

S1

- B. Respond to the telephone inquiries. For each situation, consult the chart and give the caller information. **You begin.**

1. You are the receptionist at the Memorial Hospital.

MEMORIAL HOSPITAL			
Health Services	Hours		Room
PRE-NATAL CLINIC	MON. - FRI.	9 a.m. - 5 p.m.	1035
PEDIATRICS CLINIC	MON. - FRI.	9 a.m. - 5 p.m.	1018
SENIOR CITIZENS' CLINIC	MON. - FRI.	9 a.m. - 5 p.m.	313
CRISIS COUNSELLING	Office hours Tel. Service	9 a.m. - 9 p.m. 24 hours 7 days a week	507
All services by appointment only (except CRISIS COUNSELLING).			

2. You work at the information desk of a recreation centre.

POOL PROGRAM							
Courses	Mon	Tue	Wed	Thurs	Fri	Members	Non-members
Beginners	6:30 - 7 p.m.		4:30 - 5 p.m.		6:30 - 7 p.m.	\$37	\$45
Intermediate		4:30 - 5 p.m.			4:30 - 5 p.m.	\$37	\$45
Advanced	5:30 - 6 p.m.		6:30 - 7 p.m.	4:30 - 5 p.m.		\$45	\$55
Lifesaving			5:00 - 6 p.m.		11:00 - 12 a.m.	\$45	\$55
Recreational Swim							
Mon. to Fri. 3:00 - 4:00 p.m. 7:00 - 8:00 p.m.						FREE	\$1.00

3. You work in the personnel office and are responsible for giving information about the Group Medical Insurance Plan.

MEDICAL INSURANCE CLAIMS	
How to Make a Claim: <ul style="list-style-type: none"> • complete a claims form (available at the personnel office) • attach receipts and bills • send to claims office: Group Medical Plan 203 Lawrence St. Ottawa, Ontario K1P 5E8 	
Reimbursement Policy 80% of total expense, minus \$40 once per year	
Claims Deadline 6 months following date of expenditure	

S2

- A. Respond to the telephone inquiries. For each situation, consult the chart and give the caller the information. **You begin.**

1. You work at the Rapido Package Delivery Service in Toronto.

PACKAGE DELIVERY RATES			
Destination	Rates		Delivery
Ontario and East	0-2 kg	\$5	overnight
	over 2 kg	\$5 plus \$1 per additional kg	
West of Ontario	0-2 kg	\$12	24 hours
	over 2 kg	\$12 plus \$2 per additional kg	
Door-to-Door Service			

S2

2. You work at Centralvision Cable T.V.

Pay T.V. Channels	Monthly Rates	Installation of Decoder	
Movies	\$22.94	Regular price	\$28.98
Sports	\$15.75	Special until	
Music	\$12.15	end of month	\$10.00
<u>Package deal</u>		Mon. to Fri. – 9 to 5	
All 3 channels	\$41.34	Saturday	– 2 weeks' notice required
All prices include decoder rental.			

3. You work at Drive-On Car Rentals.

DRIVE-ON WEEKEND SPECIAL

\$180 Friday noon to Sunday evening

From compact to full-size cars

- unlimited mileage
- insurance included

Business hours:

Monday to Thursday	8 a.m. to 6 p.m.
Friday, Saturday and Sunday	8 a.m. to 9 p.m.





S2

B. You make the inquiry. For each situation, ask for information using the cues provided. **Your partner begins.**

1. You want to find out about community health services for your elderly mother. Phone the Memorial Hospital.

You want to know:

- if there is a senior citizens' clinic
- the clinic's hours
- if you need an appointment
- where the clinic is

2. You want to do some swimming. Call your local recreation centre to find out about their swimming program.

You want to know:

- when the pool is open to the public
- if there is a charge
- if they offer a lifesaving course
- the cost of taking the course

3. You want to make a claim on your medical insurance plan. Call the personnel office for information.

You want to know:

- how to make a claim
- the address of the claims office
- the reimbursement policy
- if there is a deadline for filing claims

PRACTICE 5

To the teacher**NOTE:**

To prepare for this practice, you will have to look up the names and telephone numbers of at least two places for each situation.

- A. 1) Divide the Ss into pairs.
- 2) Assign one situation to each pair and provide **each S** with a name and telephone number for his/her situation. Have the Ss write this information on their Information Sheets. See p. 58.
- 3) Have the Ss read their situation and prepare the questions they are going to ask. Have the Ss write their questions in the spaces provided on their Information Sheets.
- 4) Check the Ss' questions before they make their phone call.
- 5) Have the Ss make their phone calls.

P=5**WRITE / SPEAK**

SB p. 46

To practise phoning for information.

In Part A, you will make a telephone call to get information. Then, in Part B, you will use this information to role play your telephone conversation.

- A. Work with a partner.

Your teacher will explain the procedure for Part A.

INFORMATION SHEET	
Situation _____	
Place _____	Phone No. _____
Question	Answer
1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____
4. _____ _____ _____	_____ _____ _____
5. _____ _____ _____	_____ _____ _____

SITUATIONS

1. **Airlines**

You're planning a trip to Toronto. Phone an airline information desk to find out about flights.

You want to know:

- the time of the earliest flight on Wednesday mornings
- the cost of a one-way ticket
- about breakfast on the flight

2. **Banks**

You have \$15 000 you want to invest. Phone the main branch of a bank or trust company. Find out about interest rates for a term deposit.

You want to know the rates for:

- a 90-day deposit
- a 2-year deposit
- a 5-year deposit

3. **T.V. Stations**

You and your friends are interested in touring a television studio. You are inquiring for a group of adults.

You want to find out:

- if the tours are free
- the time they start
- the length of the tours
- how to make arrangements

4. **Universities**

You want to take a language course at night. Phone the Continuing Education Department of a local university or college. Find out about courses in English as a second language.

You want to know:

- if they offer intermediate-level courses
- the nights they are offered
- how to apply
- the cost

5. Libraries

You want to become a member of your local library. Phone a public library. Assume you live in the area where the library is located.

You want to know:

- the hours
- the time limit on borrowed books
- how to become a member

6. Museums

You are organizing an activity for your class. Phone a local museum or gallery.

You want to find out about:

- the hours
- the price of admission
- any special exhibitions at present
- tours for groups

To the teacher

- B. 1) Go over the instructions with the Ss.
- 2) Have one pair of Ss role play an example for the class.
- 3) Have the Ss do the role plays.

SB p. 48

- B. Work with a partner.

Now use your completed Information Sheet to role play the telephone call you made in Part A.

Roles: S1 – You are the caller. Ask the questions.

S2 – You receive the call. Answer the questions. **You begin.**

Switch roles and role play the second telephone call.

UNIT 55

OFFERING HELP

PRESENTATION

PART I

OFFERING HELP

To lead into the topic of offering help

Face-to-face \

- 1) Discuss moving into a new place with the Ss. You can ask them, for example:

When did you last move into a new place?

Was it a big job?

How did you move, with a moving company or on your own?

Did anyone offer to help you?

To focus on the exponents for offering general help

Situation \

- 2) Present the SITUATION to the Ss:

**Your friend, Phyllis, is moving into a new apartment.
You are willing to help her.**

- 3) Elicit the exponents for offering help by asking the Ss, for example:

What might you say to Phyllis to offer help?

Write the exponents on the BB. See STUDY p. 67.

To focus on the exponents for offering help with specific things

Telegraphic cues

- 4) Ask the Ss what specific things might need to be done during a move. List the Ss' responses in telegraphic form on the Bb, for example:

	heavy appliances
	furniture
moving	fragile objects
	plants
	animals
packing and unpacking	
cleaning	

- 5) Elicit the exponents for offering help with specific things. Go through the list and ask the Ss, for example:

What might you say to Phyllis to offer to help her move her heavy appliances?

Write the exponents on the BB. See STUDY p. 67.

PART II

RESPONDING TO OFFERS OF HELP

To lead into the topic of responding to offers of help

Face-to-face

- 1) Discuss two different ways of responding to offers of help. You can ask the Ss, for example:

When someone offers to help you with something, how can you respond? (accept, decline, ...)

To introduce the language for accepting offers of help

Tape/CD

- 2) Inform the Ss that they will listen to two conversations in which people accept offers of help. See script below.
- 3) Write the following questions on the BB and have the Ss jot down answers to them as they listen to each conversation:

What is the offer of help?

Is it general or specific?

For each conversation:

Play the tape or CD-ROM.

Take up the questions with the Ss.

Script

CONVERSATION 1

- A: Jack and I are coming to the party for sure. And I know you'll be pretty busy in the kitchen, so is there anything we can do to help? (*general offer of help*)
- B: Yeah, actually **I'd appreciate it if you could** come a bit early and offer people something to drink when they come in.
- A: Sure. I'd enjoy that. We'll come around seven then.

CONVERSATION 2

- A: Did these orders just come in?
- B: Yeah, and I have to process them all before four o'clock today.
- A: Would you like me to type some of the invoices for you? (*specific offer of help*)
- B: **Yeah, that'd be a big help.** I'm not a very fast typist.

To focus on the exponents for accepting offers of help

- 4) Write the following titles on the BB:

Conversation 1	Conversation 2
Accepting general help	Accepting specific help

Tape/CD \

- 5) For each conversation:

Play the tape or CD-ROM again and have the Ss try to identify the exponent for accepting help. See script p. 63.

Elicit other exponents for that type of response. See STUDY p. 67.

Write the exponent under the appropriate title on the BB.

To focus on the exponents for declining offers of help

Tape/CD \

- 6) Inform the Ss that they will listen to another conversation, but this time an offer of help is declined. See script p. 65.

- 7) Play the tape or CD-ROM and have the Ss try to identify the exponent for declining an offer of help.

Write the exponent on the BB. See script.

- 8) Elicit other exponents and write them on the BB. See STUDY p. 67.

Script

CONVERSATION 3

A: No coffee break today?

B: No, I want to finish my section of the progress report before lunch.

A: Is there anything I can do to help?

B: **No, it's O.K. I think I can manage all right. But, thanks just the same.**

A: O.K. See you later.

To have the Ss try offering help and responding

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

10) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play using the cues provided.

SB p. 49

Offering Help and Responding

Roles: S1 – Offer help.

S2 – Accept or decline.

Switch roles and repeat the role plays.

Cues

S1

1. S2 is moving on Saturday.
Offer to lend him/her a hand.
2. S2 has a lot of invoices to process. Offer to help.
3. S2 is having a party.
Offer to help.
4. S2 is clearing the table after a meal. Offer to help with the dishes.

S2

1. Decline. Everything's packed and you already have two people to help you.
2. Accept.
3. Accept. You need help serving drinks.
4. Decline. You have a dishwasher.

OFFERING HELP

Offering General Help

Accepting

When you accept a general offer of help, you often suggest something the person might do.

Declining

When you decline an offer of help, you often give a reason and thank the person.

What can I do to help?

I'd appreciate it if you could type some of the invoices.

Do you need any help?

No, it's O.K. I think I can manage all right. But, thanks just the same.

Can I do anything?
give you a hand?
help with something?

Do you think you could make some copies for me?

Is there anything I can do to help?

It'd be a great help if you could prepare the packages for mailing.

It's really nice of you to offer, but everything's under control. Thanks anyway.

Offering Help with Specific Things

Accepting

Declining

I could do some packing if you like.

Thanks. I'd really appreciate that.

Thanks for offering, but there isn't much left to do.

Let me help you unpack.

Thanks. That'd be a big help.

Do you want me to help you clean
Would you like me to your new place?

Sure. I could use some help
with the cleaning.

It's really nice of you to offer,
but I hired somebody to do all
that.

I'll move your plants if you want.

Thanks, but Ralph offered to come
over with his van and take care
of that.

PRACTICE

PRACTICE 1

To the teacher

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

P=1

WRITE / SPEAK

SB p. 53

To practise offering help and responding.

- A. Complete the conversations using the cues provided.

**Speaker 1
Opener**
**Speaker 2
Offer to help**
**Speaker 1
Response**

1. At the office

I think it's time I got rid of some of those old files.	<div style="border: 1px solid black; padding: 5px;"> <i>Do you want me to</i> <hr/> <i>help you sort them</i> <hr/> <i>out?</i> <hr/> </div> <p>cue: sort them out</p>	<div style="border: 1px solid black; padding: 5px;"> If you have the time, <hr/> <i>it would be a big</i> <hr/> <i>help.</i> <hr/> </div> <p>cue: accept</p>
---	--	--

2. At a friend's house

My son isn't having much luck finding a summer job.	<div style="border: 1px solid black; padding: 5px;"> We sometimes hire students to work in the warehouse. <i>I could</i> <hr/> <i>ask the personnel</i> <hr/> <i>manager if you like.</i> <hr/> </div> <p>cue: ask personnel manager</p>	<div style="border: 1px solid black; padding: 5px;"> Would you? <i>I'd</i> <hr/> <i>really appreciate</i> <hr/> <i>that.</i> <hr/> </div> <p>cue: accept</p>
---	--	--

**Speaker 1
Opener**

**Speaker 2
Offer to help**

**Speaker 1
Response**

3. At the office

It's going to be hard
calling a union meeting
on such short notice.

Do you want me to
make some posters?

cue: make some
posters

Thanks for the offer,
but
I think we'd better go
around and tell
people.
cue: decline

4. At the office

I've just about
finished my report
for head office. I
sure hope they like
it.

Would you like me to
look at it and give
you some feedback?

cue: look at report and
give feedback

That's a good idea.
I'd really appreciate
your comments.

cue: accept

5. At the office

Is that the time?The
meeting's in half an
hour and I still have
20 information kits
to assemble.

What can I do to
help?

cue: offer general help

It would be a big
help if you could
finish punching holes
in those sheets.
cue: accept/punch
holes in sheets

Speaker 1
Opener

Speaker 2
Offer to help

Speaker 1
Response

6. At home

<p>The house needs a coat of paint this summer.</p>	<p><i>Would you like me to</i> <i>give you a hand?</i></p> <p>_____</p> <p>_____</p> <p>cue: offer general help</p>	<p><i>No, it's O.K. My</i> <i>son Jimmy'll help</i> <i>me.</i></p> <p>cue: decline/your son Jimmy will help</p>
---	--	--

7. At the social club

<p>There're only a couple of hours before the dance starts and there's still quite a bit to do.</p>	<p><i>Can I give you a</i> <i>hand?</i></p> <p>_____</p> <p>_____</p> <p>cue: offer general help</p>	<p><i>Sure. Do you think</i> <i>you could blow up</i> <i>these balloons?</i></p> <p>cue: accept/blow up balloons</p>
---	---	---

8. At the office

<p>No, I'm not leaving just yet. I have to finish checking these specifications before I go.</p>	<p><i>Is there anything I</i> <i>can do to help?</i></p> <p>_____</p> <p>_____</p> <p>cue: offer general help</p>	<p><i>No, thanks for</i> <i>offering, but there</i> <i>isn't much left to</i> <i>do.</i></p> <p>cue: decline/not much left to do</p>
--	--	---

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. 56

- 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

SB p. 56

LISTEN / WRITE / SPEAK

To practise offering help.

In Part A, you will hear different people talking about things they have to do and in Part B, you will write offers of help. Then in Part C, you will practise these conversations.

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



**Suggested
KEY**

What does the speaker have to do?
a) <i>hang up a painting</i>
b) <i>fill in a (conflict of interest) form</i>
c) <i>find a mistake (in the figures)</i>
d) <i>get the room ready</i>
e) <i>finish the introduction (to a report)</i>
f) <i>install a new dishwasher</i>
g) <i>make up a schedule</i>
h) <i>bring firewood inside</i>

To the teacher

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

SB p. 56

- B. For each number:

Read Speaker 1's response.

Then choose an appropriate cue from the chart in Part A to fill in what Speaker 1 has to do. Write your answer in the first column.

Then write an appropriate offer of help in the second column.

**Suggested
KEY**

What Speaker 1 Has to Do	Speaker 2's Offer of Help	Speaker 1's Response
1. <i>bring firewood inside</i> _____ _____ _____	<i>Can I give you a hand bringing it in?</i> _____ _____ _____	"Thanks for offering, but I have to make some room for it in the basement before I bring it in."
2. <i>finish the introduction</i> <i>(to a report)</i> _____ _____ _____	<i>Would you like me to read it over?</i> _____ _____ _____	"Oh yes, I'd really appreciate that. Tell me how it sounds to you."
3. <i>get the room ready</i> _____ _____ _____	<i>I can set up the chairs if you like.</i> _____ _____ _____	"That would be a big help. Then I can take care of the mikes."
4. <i>hang up a painting</i> _____ _____ _____	<i>Would you like me to help?</i> _____ _____ _____	"Yeah. I'd appreciate that. I need someone to tell me if it's straight."
5. <i>find a mistake (in the figures)</i> _____ _____ _____	<i>Let me take a look. Maybe I can find it.</i> _____ _____ _____	"Thanks. I think the problem is in the second column, but I'm not sure."
6. <i>make up a schedule</i> _____ _____ _____	<i>Is there something I can help you with?</i> _____ _____ _____	"Well, do you think you could show me how you calculate the hours for the part-time personnel?"

What Speaker 1 Has to Do	Speaker 2's Offer of Help	Speaker 1's Response
7. <i>install a new</i> _____ <i>dishwasher</i> _____	<i>Would you like me to</i> _____ <i>give you a hand with it?</i> _____	"It's nice of you to offer, but I've already called a plumber."
8. <i>fill in a (conflict of</i> _____ <i>interest) form</i> _____	<i>I did mine yesterday. I</i> _____ <i>could explain it to you</i> _____ <i>if you like.</i> _____	"Oh, thanks. Tomorrow's the deadline for sending it in."

To the teacher

- C. 1) Divide the Ss into pairs and go over the instructions with them.
 2) Have one pair of Ss do an example for the class.
 3) Have the Ss practise the conversations.

SB p. 58

- C. Work with a partner.

Practise the conversations using the information in Part B.

Roles: S1 – Speaker 1

S2 – Speaker 2

S1

S2

S1

Say what you
have to do.

Read the offer
of help.

Read the
response.

Switch roles after Number 4.

Script

- a) I've been meaning to hang up that painting for weeks, but I can't do it by myself.
- b) I'm supposed to fill in the form about conflict of interest, but I don't understand it.
- c) I've gone over these figures at least five times and I still can't find the mistake.
- d) You know, there's still a lot to do before the panellists arrive. We have to set up the chairs, the mikes and so on.
- e) I still haven't finished the report. The introduction is giving me trouble.
- f) Yeah, I've tried to install my new dishwasher myself, but it's not easy.
- g) You know, making up this schedule is quite complicated. I don't have much experience in things like that.
- h) No, I haven't used my fireplace yet. The load of firewood I got last week is still sitting in the backyard.

PRACTICE 3

To the teacher

LEAD-IN

Discuss with the Ss the circumstances which make them decide whether to accept or turn down an offer of help.

e.g. their need
the person who's offering
his/her capacity, intention

- 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. 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. 59

To practise offering help and responding.

In Part A, you will make up situations in which one person offers help and another person responds 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 an offer of help was made:

- one in which an offer was accepted
- one in which an offer was declined

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

	What was the offer?	Who made the offer?	Was the offer	
			accepted?	declined?
e.g.	to help paint your kitchen	a friend		✓
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. 60

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

Offer of Help	Response	
	Accepted	Declined
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. 60

- 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 – Say what you have to do.

S2 – Offer help.

Switch roles halfway through.

UNIT 56

REMEMBERING THE PAST

PRESENTATION

PART I

TALKING ABOUT THE PAST

To lead into the topic of talking about the past

Face-to-face

- 1) Ask the Ss, for example:

Do you ever talk about the 'good old days'?

What period of your life would you consider to be the 'good old days'?

Do you like talking about the past? Why? Why not?

To introduce the language for talking about the past

Tape/CD

- 2) Inform the Ss that they will listen to different people talking about the past. See script p. 80.
- 3) Draw the following chart on the BB, without the answers, and have the Ss copy it.

Suggested
KEY

Speaker	What is the speaker talking about?
1	<i>meeting somebody at the tennis club</i>
2	<i>buying ice cream</i>
3	<i>working at Fraser's</i>
4	<i>buying firecrackers</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 above.

1

 Modified Cloze
Talking About the Past
 SB p. 61

Script

Speaker 1

Well, we both used to belong to the same tennis club except that he'd always go there on Fridays and I'd always go on Saturdays. Then one day we both happened to go on Wednesday and that's how we met.

Speaker 2

There didn't use to be 25 flavours to choose from when I was a kid. I remember when we'd go to the candy store near the school to get an ice cream and you were lucky if they had three kinds to choose from. A cone used to cost 10 cents, and for 5 cents more, you could get another scoop.

Speaker 3

Do you remember how strict they were when we used to work at Fraser's? There was no way you could come in to work wearing jeans and running shoes. And another thing, you had to punch in every day and if you were ten minutes late, they'd dock you an hour's pay.

Speaker 4

You couldn't buy firecrackers in the town where I grew up. They were illegal. But there used to be this small store in another town just across the canal where you could get them. So my friends and I would bike over there in the summer to buy 'blockbusters', you know those big firecrackers you'd put in garbage cans.

To focus on:

- **used to and would**
- **could**
- **had to**

Text

- 7) Inform the Ss that they will look at the script of what the speakers said.
See p. 80.

- 8) Have the Ss turn to SB p. 61.

Tape/CD

- 9) Have the Ss do the modified cloze:

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

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

Explain the use of **used to**, **would**, **could**, and **had to** when talking about the past. See STUDY p. 87.

PART II

ASKING ABOUT THE PAST

To introduce the language for asking about the past

Tape/CD 

- 1) Inform the Ss that they will listen to conversations in which people are talking about the past. See script p. 83.
- 2) Draw the following chart on the BB, without the answers, and have the Ss copy it.

**Suggested
KEY**

Conversation	What are the speakers talking about?
1	<i>(procedure for) photocopying</i>
2	<i>having a car</i>
3	<i>an area of the city</i>
4	<i>having a house</i>
5	<i>getting to school</i>
6	<i>getting a summer job</i>
7	<i>going dancing</i>
8	<i>teaching in the evening</i>

- 3) Go over the question 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 above.

2

Modified Cloze

Asking About the Past

SB p. 62

Script

Conversation 1

KEY

- A: How did they handle photocopying where you worked before?
- B: Well, you couldn't do your own photocopying. You always had to fill out a form saying how many copies you wanted, and somebody'd do them for you.

Conversation 2

- A: You've always had your own car, haven't you?
- B: No, I've only had one for about four years. Before that, my father would lend me his once in a while. But most of the time I'd take the bus.

Conversation 3

- A: What was it like when you first moved here?
- B: Oh, this area wasn't at all developed like it is now. There were fields everywhere. You could even go and pick strawberries over there where you see those apartment buildings.

Conversation 4

- A: Have you always lived in an apartment?
- B: No, I used to have my own house, but I sold it about three years ago. It was too much work for one person alone.

Conversation 5

- A: Did you use to take the school bus when you went to school?
- B: Are you kidding? There was no bus in those days. I used to walk there and back every day. And it was at least two miles each way.

Conversation 6

- A: Did you have to work when you were a student?
- B: Oh yes, every summer. As soon as my exams were over, I'd start making applications. But it never took me more than a few days to get a job.

Conversation 7

- A: You used to be a pretty good dancer, didn't you?
- B: Yeah, I guess I was. Before I met Brad, my girlfriend Sharon and I used to get all dressed up and go out dancing every Saturday night. We had some great times.

Conversation 8

- A: Didn't you use to teach in the evening?
- B: Yeah, but that was a few years ago. I'd finish work at four o'clock. I'd start teaching at five and then teach till eight, four times a week. I wouldn't have the energy to do it now.

To focus on the exponents for asking about the past

Text \

- 6) Inform the Ss that they will look at the conversations they have just heard.
See p. 83.

- 7) Have the Ss turn to SB p. 62.

Tape/CD \

- 8) Have the Ss do the modified cloze for Conversations 1 to 4:

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 answers with the Ss. See KEY.

Discuss the exponents for asking about the past. See STUDY p. 88.

To focus on the interrogative forms of 'used to' and 'have to'

Text \

- 9) Inform the Ss that they will look at the remaining conversations (5 to 8).

Tape/CD \

- 10) Have the Ss do the modified cloze for Conversation 5 to 8:

Follow the same procedure as for Conversations 1 to 4.

Explain the interrogative forms of **used to** and **have to**.

To have the Ss try the language for remembering the past

11) Have the Ss turn to SB p. 64.

12) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play using the cues provided. See below.

3 Remembering the Past

SB p. 64

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

S2 – Talk about the past using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1

1. take the school bus/
when you went to school
2. handle photocopying/where
you worked before
3. work/when you were a
student
4. always/have your own car
5. work on Saturdays
6. always/live in an
apartment

S2

1. no/walk to school and
back
2. couldn't do your own/
fill out form
3. get job every summer
4. no/take the bus
5. Saturday afternoons/
from 1:00 to 5:00
6. no/have own house

STUDY

SB p. 65

TALKING ABOUT THE PAST

Used to and Would	
Used to and would are used to talk about habits and routines in the past.	
used to would	+ infinitive

I **used to** work on | the 10th floor.
| Floor 10.

Sarah **didn't use to** smoke as much as she does now.

When I was in university, **we'd** go to Zorba's every Friday night.

We'd always go to camp in the summer.

Could and Could Have Verb+ed
Could is used to talk about ability in the past. Could have verb+ed is used to talk about possibility in the past.

Helen's daughter **could** read before she started kindergarten.

During the recession you **couldn't** take money out of the country.

We **could have** seen up to four plays per day during Stagefest.

Had To
Had to is used to talk about obligation in the past.

We **had to** wear uniforms when I was in school.

I always **had to** let them know when I was going to be away.

ASKING ABOUT THE PAST

What was it like when you were growing up?
How did you spend your summer holidays?
Have you always worked downtown?

Used to

Did you use to take the subway to work?
You used to live in that apartment building
over on Wilson Street, **didn't you**?
Didn't you use to go to Riverview School?

Have to

Did you have to punch in, in the morning?
You had to wear a uniform, I suppose?

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.

P1

WRITE / SPEAK

SB p. 67

To practise the language for remembering the past.

A. For each number:

Read the part of the conversation given. Then complete the conversation using an appropriate cue from the box.

- | | |
|---|---|
| <ul style="list-style-type: none"> • take the bus/hitchhike • work at the Riviera Club • have to have a medical • stay out as late as I wanted • always order the rack
of lamb | <ul style="list-style-type: none"> • travel a lot • collect old bottles • get terribly homesick • get so upset • sell a lot/not sell
anything at all |
|---|---|

**Suggested
KEY**

1. A: When I was in high school,
 I could stay out as late
 _____ *as I wanted.*

B: Not me. I had to be in by
 11:00.

2. A: How did you get around
without a car when you lived
there?

B: Sometimes we'd take the bus
and sometimes we'd hitchhike.

3. A: Did you have to have a
medical
every year when you were a
fireman?

B: No, in those days, the only
medical you ever had was
when you applied for the job.

4. A: When did you start collecting
antique silver?

B: Well, I started collecting it a
couple of years ago. Before
that I used to collect old
bottles.

5. A: Some days we'd sell a lot
and other days we wouldn't
sell anything at all.

B: Yeah, I've heard car sales are
like that.

6. A: You used to work at the
Riviera Club,
didn't you?

B: That's right. I was the
bartender there for nearly three
years - right up until they had
the fire.

7. A: When I went to Chez Gaston,
I'd always order the rack
of lamb.

B: Me too. It was really good,
wasn't it?

8. A: I suppose you got used to being at sea for long stretches after so many years in the merchant marine?

B: In fact I never really got used to it. I used to get terribly homesick.

9. A: Didn't you use to travel a lot

for your company?

B: Yeah. Every spring I'd go to Europe on a buying trip and that took about eight weeks.

10. A: Some days I'd get so upset I'd drop everything and leave the office till I calmed down.

B: If things were that tough, it's just as well you quit.

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. 68

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 / SPEAK

SB p. 69

To practise the language for remembering the past.

In Part A, you will hear different people remembering the past and you will fill in a chart. Then, in Part B, you will use this information to help you role play.



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

**Suggested
KEY**

Topic	Details
1. <i>having fun in the winter</i> <i>as a child</i>	<i>snowball fights after school</i>
2. <i>doing odd jobs</i>	<i>delivered groceries, collected</i> <i>empty bottles</i>
3. <i>living on a tight budget</i>	<i>didn't make much money</i>
4. <i>playing sports in high school</i> <i>school</i>	<i>hockey, basketball, swimming</i>

To the teacher

- B. 1) Divide the Ss into pairs or small groups and go over the instructions with them.
- 2) Have one pair of Ss do an example for the class.
- 3) Have the Ss do the role plays.

SB p. 69

- B. Work with a partner or in a group.

For each number:

Read over the information in the chart.

Think about what you or someone else used to do in the past in relation to the information in the chart.

Discuss what you remember with your partner(s).

Script

1. We always had a lot of fun in the winter. As soon as school was out, we'd start making snowballs. Then we'd have these terrific snowball fights with the other kids on the way home.
2. I used to do all kinds of odd jobs to make extra money when I was a kid. I would use my wagon to deliver groceries for people, and sometimes I'd collect empty bottles and return them.
3. When I first started working, I used to make really tight budgets and try and stick to them. I didn't make that much money so I wouldn't spend an extra cent unless I had to.
4. When I was in high school, I was really into sports in a big way. I used to play hockey two nights a week, basketball every Friday, and then on weekends, I'd go swimming.

PRACTICE 3 CROSSWORD**To the teacher**

Ss do the crossword.

Correct with the Ss.

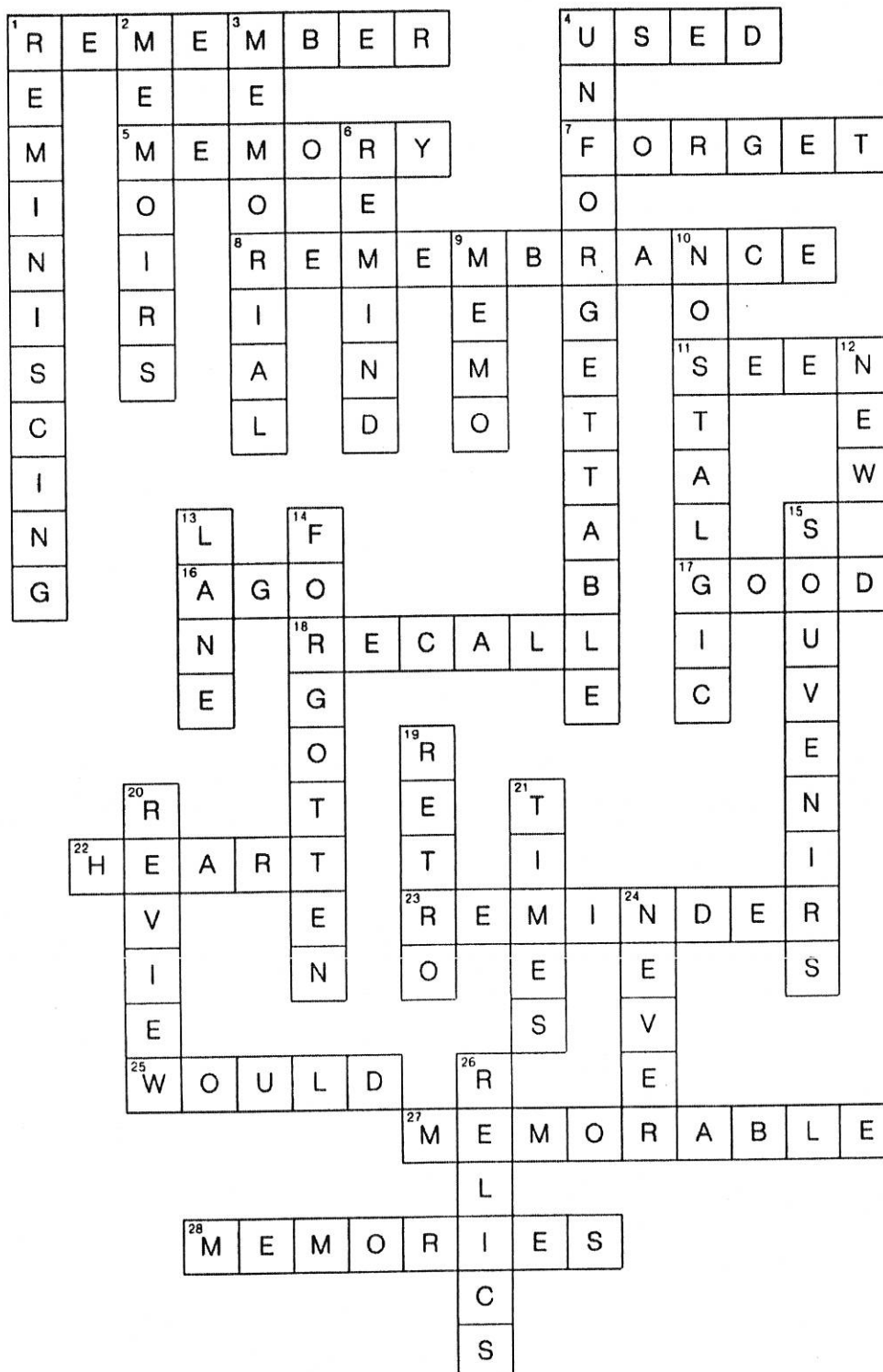
P=3 CROSSWORD PUZZLE

SB p. 70

To practise some vocabulary for remembering the past.

Read the clues and do the crossword puzzle.

KEY



Across

1. Opposite of forget.
4. When he was in school, he _____ to play hockey.
5. A person who remembers easily has a good _____.
7. Forgive and _____.
8. November 11 is called _____ Day in Canada.
11. Past participle of see.
16. The Summer Olympics were held in Montréal a number of years _____.
17. In the _____ old days.
18. Synonym for remember which rhymes with "fall."
22. To learn something by _____ is to memorize it.
23. Something that makes you remember.
25. In the old days people _____ read by candlelight.
27. Experiences which you can remember easily because they are pleasant are _____.
28. These old pictures bring back _____.

Down

1. Talking or thinking about the past.
2. After famous people retire, they often write their _____.
3. A monument erected in memory of a person or a historical event.
4. Not easily forgotten.
6. You _____ me of someone I used to know.
9. Short for memorandum.
10. Being sentimental about the past.
12. Opposite of old.
13. Let's take a walk down memory _____.
14. Something which will always be remembered will never be _____.
15. Objects which remind you of a person, place or event. You often buy them when you travel.
19. In _____ spect, it wasn't a very good idea.
20. You should _____ your notes before a test.
21. He's been to Europe many _____.
24. I can _____ remember telephone numbers unless I write them down.
26. Objects of interest because of their age and link with the past, usually rare.

PRACTICE 4 MEMORY LANE

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=4==Memory Lane

SB p. 72

To practise talking about the past.

In Part A, you will listen to people reminiscing about the past, and take notes. Then, in Part B, you will use these notes to role play.



- A. Read the SITUATION:

Stephanie Holt hosts the radio show, 'Down Memory Lane', a program about the good old days. Today, Stephanie is on location in the little town of Bridgeshaw, which is celebrating its 100th birthday. She will be interviewing some longtime residents.

You will hear six different interviews with people reminiscing about the past.

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

Interview 1: Mr. Ian MacLean

Interview 2: Mrs. Elsie Thompson

Interview 3: Mr. Douglas Wright

Interview 4: Mrs. Emily West

Interview 5: Mr. Arthur Kelly

Interview 6: Mrs. Alice Smith

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. 73

- B. Work with a partner.

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

Roles: S1 – p. 74

S2 – p. 76

S1

For interviews 1, 2, and 3, **you are the interviewer.**

You want to find out more about your guests. Look over the notes you took and prepare some questions that you might want to ask your guests about their particular memories or experiences of the 'good old days'.

Interview 1:

Interview 2:

Interview 3:

S1

For interviews 4, 5, and 6, **you are the guest.**

You will be interviewed. Look over the notes you took and write down some additional details about your particular memories or experiences.

Interview 4:

Interview 5:

Interview 6:

S2

For interviews 1, 2, and 3, **you are the guest.**

You will be interviewed. Look over the notes you took and write down some additional details about your particular memories or experiences.

Interview 1:

Interview 2:

Interview 3:

S2

For interviews 4, 5, and 6, **you are the interviewer.**

You want to find out more about your guests. Look over the notes you took and prepare some questions that you might want to ask your guests about their particular memories or experiences of the 'good old days'.

Interview 4:

Interview 5:

Interview 6:

To the teacher

- C. 1) Go over the instructions with the Ss and assign roles.
2) Go around the class and help the Ss prepare their roles.
3) Have the Ss role play.

SB p. 78

C. **You're on the program: 'Down Memory Lane'**

You will now role play your own 'good old days' program. The topic of the program will be **School Day Memories**.

Prepare Your Role

Roles

Interviewer – one student in the class.

You are the host of the show 'Down Memory Lane'. You will interview different people about their memories of their school days.

Make up a list of questions you will ask the people you're going to interview. Write them in the space provided.

People being interviewed – the remaining students in the class.

You will be guests on the radio show 'Down Memory Lane'. You will talk about some of the things you remember most from your school days.

To prepare for the interview, think about your school days – elementary or high school. What special memories do you have of these times?

- e.g.
- your favourite teacher
 - your best friend
 - a special boyfriend/girlfriend
 - activities you participated in
 - field trips you went on
 - pranks you played

Decide on memories you want to talk about in the interview. Write down notes about them in the spaces below.

Do the Role Play

You can videotape your program.

Script**INTRODUCTION**

STEPHANIE: This is Stephanie Holt welcoming you once again to 'Down Memory Lane'. This afternoon, we're making a very special visit to the town of Bridgeshaw, currently celebrating its one hundredth birthday.

Sharing their memories with us today are some of the longtime residents of Bridgeshaw who'll look back on what they remember best about life in the good old days.

INTERVIEW 1

STEPHANIE: Our first guest is Ian MacLean. At 93, Mr. MacLean has the proud distinction of being the most senior resident of Bridgeshaw.

Tell me, Mr. MacLean, what do miss most about the good old days here in Bridgeshaw?

MR. MACLEAN: Well, you know, I really miss the old general store. You could buy anything there from a loaf of bread to a harness. In the middle of the store there was an old potbellied stove. We'd gather around it in the winter when there wasn't much else to do. We'd play cards or checkers. Sometimes we'd tell stories or just chew the fat.

STEPHANIE: Could you give us an idea of what you guys would talk about?

MR. MACLEAN: Well, let me see now. I guess we'd talk mostly about the people we knew. You know who was sick or who was down on their luck or who was courting who.

STEPHANIE: Sounds like it was a good place to catch up on what was going on in the town. Thank you for sharing your memories with us, Mr. MacLean.

INTERVIEW 2

STEPHANIE: Turning now to our second guest, Mrs. Elsie Thompson, a retired school teacher, here in Bridgeshaw.

Mrs. Thompson, I understand when you started teaching here, there was only a one-room schoolhouse.

MRS. THOMPSON: That's right. I used to teach grades one to eight and I usually had between 30 and 35 students. Some of the boys were almost as old as I was.

STEPHANIE: And I bet some of them were bigger than you too.

MRS. THOMPSON: You can say that again. But I kept them in line just the same.

STEPHANIE: I don't doubt that. You must've been pretty busy teaching all those grades.

MRS. THOMPSON: Oh, yes. I used to spend hours every night correcting homework and preparing lessons for the next day. You sure earned your salary in those days.

STEPHANIE: I'm sure you did. I'd like to thank you, Mrs. Thompson, for taking us back to your one-room schoolhouse.

INTERVIEW 3

STEPHANIE: Next we have Douglas Wright, a former town clerk and longtime resident of Bridgeshaw.

Mr. Wright, I'm sure you've seen some interesting changes over the years.

MR. WRIGHT: Yes, Stephanie, as a matter of fact I have. Take that garage over there, for instance. Well, in my younger days there used to be a big dance hall there – the 'Golden Garter'. People'd come from miles around, especially on a Saturday night.

STEPHANIE: Really?

MR. WRIGHT: Yes, it had quite a reputation and, let me tell you, not always one of the best. But it was good for the merchants and for the town.

- STEPHANIE: What ever happened to it anyway?
- MR. WRIGHT: Well, one night it was struck by lightning and burned right down to the ground. Some said good riddance, but not me. The town was never the same again.
- STEPHANIE: I'm sure it wasn't. Thank you, Mr. Wright.

INTERVIEW 4

- STEPHANIE: Now to share her memories with us, Mrs. Emily West, the organist at Bridgeshaw Baptist Church.
- Mrs. West, you were born in Bridgeshaw and you've lived here all your life, I understand.
- MRS. WEST: That's right Stephanie and I wouldn't move for the world. I just love it here and I have lots of great memories.
- STEPHANIE: Are there any that stand out in particular?
- MRS. WEST: Well, I think I'd have to say Christmas was pretty special when I was a kid. I remember the fun we used to have going to get our Christmas tree. Two or three days before Christmas, my brothers and sisters and myself would go into the woods with an axe and look for the best evergreen we could find. It wasn't always easy, but in the end we'd always find the perfect tree. We'd take turns dragging it home in the deep snow. And when we finally did get it home we were so excited. We didn't leave our parents alone until they let us decorate it.
- STEPHANIE: Well, I think kids today haven't changed much. Thank you, Mrs. West.

INTERVIEW 5

- STEPHANIE: Turning to another longtime resident, Arthur Kelly.
- Mr. Kelly, what do you remember most?
- MR. KELLY: Well, I remember the fun we used to have putting up the rink boards and making a skating rink. It sure was lots of work, but we' get the local volunteer fire department to come with their truck and flood the rink.

STEPHANIE: That was a good idea.

MR. KELLY: Yeah, you see they skated too and most of them were on our local hockey team. But, the worst thing was cleaning the ice after a big snowfall. And believe you me, we used to get a lot of snow. I think we spent more time scraping the rink than actually skating or playing hockey.

STEPHANIE: Thank you, Mr. Kelly. It was a pleasure talking to you.

INTERVIEW 6

STEPHANIE: Finally to round out our picture of what it was like to live in Bridgeshaw, we have Alice Smith, president of the local women's association.

Mrs. Smith, you've lived here a long time. What do you miss most about those good old days?

MRS. SMITH: Well, now, there're quite a few things that have changed, but I can't say I miss them all. Though I do have very fond memories of the Saturday night dances that we used to have. Almost everyone turned out, young and old. Everybody knew how to dance, and they danced to real music, not like that stuff you hear today.

STEPHANIE: Did you have a favourite dance?

MRS. SMITH: Well, it depended a whole lot on who you were dancing with, if you know what I mean. But I was pretty good at all of them.

STEPHANIE: I bet you can still dance up a storm.

MRS. SMITH: You bet you boots!

STEPHANIE: Thank you, Mrs. Smith, for helping us relive those good old days.

Well, folks, that about wraps up our program for today. Remember we'll be back next week – same time, same station. This is Stephanie Holt saying goodbye till then, for 'Down Memory Lane'.

PRACTICE 5**To the teacher**

- A. 1) Go over the instructions with the Ss.
 2) Have the Ss check off items in the chart.

P=5= SPEAK

SB p. 80

To practise talking about the past.

In Part A, you will choose topics that bring back memories. Then, in Part B, you will describe these memories to your partner.

- A. Look at the topics in the chart below. Check off four or five topics that bring back memories for you. Add some of your own if you wish.

Topics	What topics bring back memories?
1. what I was like when I was a teenager	_____
2. a song that brings back memories	_____
3. a pet I used to have	_____
4. getting lost somewhere	_____
5. the first time I fell in love	_____
6. games I used to play when I was a child	_____
7. what I used to do when there was no school	_____
8. a person I once knew that I'll never forget	_____
9. chores I had to do around the house when I was growing up	_____
10. a T.V. program I used to watch that isn't on anymore	_____
11. _____	_____
_____	_____
12. _____	_____
_____	_____

To the teacher

- B. 1) Divide the Ss into pairs and go over the instructions with them.
2) Have one pair of Ss do an example for the class.
3) Have the Ss discuss their memories.

SB p. 80

- B. Work with a partner.

Exchange pages with your partner.

For each topic your partner has checked off:

Have a conversation by asking about your partner's memories.

UNIT 57

SPECULATING

PRESENTATION

PART I

SPECULATING ABOUT THE PRESENT SITUATION

To introduce the language for speculating

Tape/CD

- 1) Inform the Ss that they will listen to a group of co-workers talking. See script below.
- 2) To establish the SITUATION:

Write the following questions on the BB and have the Ss jot down answers to them as they listen to the tape or CD-ROM:

Where's the conversation taking place?
(at work, in a meeting)

What's the problem?
(Fred's not there)

What are they going to do?
(buzz Fred's office)

Play the tape or CD-ROM.

Take up the questions with the Ss.

Script

BETTY: Is everyone here? Can we start now?

AL: No, Fred's not here yet.

RALPH: **I wonder** what's keeping him.

SANDY: Well, he knows the meeting's at 11:00. **Maybe** he's tied up with someone.

AL: Why don't I buzz his office and see if he's there?

To focus on openers for speculating

Tape/CD \

- 3) Play the tape or CD-ROM again and have the Ss try to identify the opener for speculating. Write the opener on the BB. See script p. 111.
- 4) Elicit other exponents and write them on the BB. See STUDY p. 117.

PART II

EXPRESSING POSSIBILITY

To focus on

- exponents for expressing possibility
- could be, may be, and might be

Situation \

- 1) Refer the Ss to the situation in Part I and ask them to give some possible reasons for Fred's delay. List the Ss' responses in telegraphic form on the BB, for example:

Telegraphic cues \

busy with someone
on the phone
on his way
not coming
forgot
absent today

- 2) Elicit the exponents for expressing possibility. Go through the list and ask the Ss, for example:

What might you say if you wanted to suggest a possible reason for Fred's delay?

Write the exponents on the BB. See STUDY p. 118.

- 3) Referring to the exponents on the BB, explain the use of **could be**, **may be**, and **might be** to express possibility. See STUDY p. 118.

PART III

EXPRESSING PROBABILITY

To introduce the language for expressing probability

Tape/CD \

- 1) Inform the Ss that they will listen to some conversations in which people respond to openers for speculating. See script p. 114.
- 2) Draw the following chart on the BB, without the answers, and have the Ss copy it.

**Suggested
KEY**

Conversation	What is Speaker 1 speculating about?
1	<i>where the pay cheques are</i>
2	<i>why the remote control isn't working</i>
3	<i>where the smell of paint is coming from</i>
4	<i>what's taking the taxi so long</i>

- 3) Go over the question 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 above.

1 Modified Cloze
Expressing Probability
SB p. 81

Script

CONVERSATION 1

A: I wonder where she keeps the pay cheques. I can't find them anywhere.

B: If they're not in the filing cabinet, they've got to be in her desk.

CONVERSATION 2

A: The remote control for the T.V. set doesn't seem to be working properly.
Maybe the battery's getting weak.

B: No, it can't be the battery. I just changed it last week.

CONVERSATION 3

A: Where could that smell be coming from?

B: It's probably coming from the office downstairs. I think they're painting.

CONVERSATION 4

A: I can't understand what's taking the taxi so long. It's nearly 20 minutes since I called.

B: I guess they must be very busy.

To focus on

- exponents for expressing probability
- **must be, can't be, have got to be**

Text

- 6) Inform the Ss that they will look at the conversations they have just heard.
See p. 114.
- 7) Have the Ss turn to SB p. 81.

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

Explain the use of **must be, can't be, and have got to be**, to express probability or draw conclusions. See STUDY p. 118.

- 9) Explain the difference between expressing possibility and probability.
See STUDY p. 118.

To have the Ss try the language for speculating

- 10) Have the Ss turn to SB p. 82. See p. 116.
- 11) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play using the cues provided.

2

Speculating About the Present Situation

SB p. 82

Roles: S1 – Open the speculation using the cues in the first column.

S2 – Speculate using the cues in the second column.

Switch roles and repeat the role play.

Cues**S1****S2****You want to know:**

- | | |
|---|---|
| 1. where the pay cheques are | 1. have got to be in the filing cabinet |
| 2. what's in the package | 2. probably the books we ordered |
| 3. why the remote control for the T.V. set isn't working properly | 3. could be the battery |
| 4. why Vera's late | 4. maybe she forgot |
| 5. where the key to the stockroom is | 5. Pierre must have it |
| 6. who Roland's talking to | 6. maybe it's an old friend |
| 7. what's keeping Terry | 7. probably tied up with someone |
| 8. who has the Deluca file | 8. secretary might know |

STUDY

SB p. 83

Speculating About the Present Situation

The following **openers** are often used to begin a speculation.

I wonder what's keeping him.

I don't know what's holding him up.

I can't understand where he is.
| could be.

I can't imagine what's taking him so long.

Wh- questions are also used to begin a speculation.

Where could he be?

What could be keeping him?

When do you think he'll get here?

Why do you suppose he's late?

When we **speculate**, we often suggest a reason. We express the reason as a possibility or probability, depending on our degree of confidence or certainty.

Expressing Possibility
(less certain)

Maybe he's on the phone.

Do you think he forgot?

could be **might be**
 may be

are used to talk about possibility
in the present.

He

could
might
may

be tied up with someone.

Could he **be** with Mr. Thomas?

Expressing Probability
(more certain)

The firefighters are **probably** checking to
see nobody's still inside.

I think they're coming later.

must be **can't be**
 have got to be

are used to talk about probability
or to draw conclusions.

I guess the roads **must be** pretty bad.

It **can't be** the battery. I just changed
it last week.

The cheques **have got to be**
somewhere in the desk.

PRACTICE

PRACTICE 1

To the teacher

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

P1

WRITE / SPEAK

SB p. 85

To practise speculating.

- A. Read the situations and write what the people might say using the cues provided.

**Suggested
KEY**

Situation	Opener for speculating	Response
1. A job applicant, John Boyko, is late for his interview.	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <u>I wonder if John Boyko</u> <u>is going to show up.</u> _____ </div> <div style="text-align: right;">staffing officer</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <u>Maybe he's decided not</u> <u>to come.</u> _____ cue: decide not to come </div> <div style="text-align: right;">assistant</div>
2. Vic and Audrey see a strange package near the water cooler.	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <u>Who do you think this</u> <u>package belongs to?</u> _____ </div> <div style="text-align: right;">Vic</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> Better not touch it. <u>It might be a bomb.</u> _____ cue: a bomb </div> <div style="text-align: right;">Audrey</div>

Situation	Opener for speculating	Response
3. Anne's poodle, Max, is scratching a lot more than usual.	<p><u>I wonder why Max is</u></p> <p><u>scratching so much.</u></p> <p>_____</p>	<p><u>Maybe he's got fleas.</u></p> <p>_____</p> <p>_____</p> <p>cue: fleas</p>
	Anne	Derek
4. Peter and Lloyd are waiting for their friend Jeff. He's half an hour late.	<p><u>I wonder what's keeping</u></p> <p><u>Jeff.</u></p> <p>_____</p>	<p><u>It must be his car</u></p> <p><u>again.</u></p> <p>It's been giving him a lot of trouble lately.</p> <p>cue: his car again</p>
	Peter	Lloyd
5. Yves's blood pressure is very high again.	<p><u>I can't understand</u></p> <p><u>what's causing my high</u></p> <p><u>blood pressure.</u></p>	<p><u>Do you think it's</u></p> <p><u>because you drink so</u></p> <p><u>much coffee?</u></p> <p>cue: coffee</p>
	Yves	Joyce

Situation

Opener for speculating

Response

6. Mary tells her husband, Scott, that the landlady wants to speak to them.

Why do you think she
wants to see us?

Scott

Maybe she wants to
increase the rent.

cue: increase the rent

Mary

7. Sid and Vivian are getting ready to leave work. The telephone rings.

Who could that be?

Sid

You'd better answer it.

It might be head office.

cue: head office

Vivian

8. Lisa is looking for Jack's number in the telephone directory, but can't find it.

I can't understand why
Jack's number isn't in
the directory.

Lisa

He could have an
unlisted number.

cue: unlisted number

Harold

Situation	Opener for speculating	Response
9. The vice-president wants to see Marlene. She didn't say why.	<p><i>I can't imagine what</i></p> <p><i>she wants to see me</i></p> <p><i>about.</i></p> <p>Marlene</p>	<p><i>It's probably about the</i></p> <p><i>new account.</i></p> <p>She may want to give it to you.</p> <p>cue: the new account</p> <p>Fred</p>
10. Natalie is trying to start her car.	<p><i>I wonder why it won't</i></p> <p><i>start.</i></p> <p></p> <p>Natalie</p>	<p><i>Could it be the</i></p> <p><i>battery?</i></p> <p></p> <p>cue: battery</p> <p>Suzie</p>

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. 88

- 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 complete the responses.
- 3) Correct with the Ss.

P=2

LISTEN / WRITE / SPEAK

SB p. 89



To practise speculating.

- A. For each number:

Listen to the **opener** on tape or CD-ROM.

Then use the cue to complete the response by speculating on the situation. Write your speculation in the space provided.

Cues	Suggested KEY	Responses
tired	1. <i>Well, he's probably tired.</i>	<hr/> <hr/> <p>He's been working long hours lately, you know.</p>
Mary	2. Let's see. <i>Oh, that must be Mary.</i>	<hr/> <hr/> <p>Nobody can read her handwriting.</p>
Bob	3. No, I didn't. <i>It might be for Bob.</i>	<hr/> <hr/> <p>Why don't you check with him?</p>

Cues**Responses**

party

- 4.
- Oh, he must be having a party.

I can hear the music from over here.resurface
the road

- 5.
- They could be resurfacing the road.

It was in terrible shape.on their
way

- 6.
- Yeah, they're probably on their way
-
- now.

Let's give them a few more minutes.half-price
sale

- 7.
- They must be having their half-price
-
- sale.

They usually have one in March.police car
ahead

- 8.
- Maybe there's a police car ahead.

That usually slows people down.finish up
budget

- 9.
- They're probably trying to finish up
-
- the budget.

It's due tomorrow.need
fertilizer

- 10.
- I see what you mean. It might need fertilizer.

Script

1. Gee, Ed's in a really bad mood. I wonder what's wrong with him.
2. Somebody left this note on my desk. I can't make out the signature at all.
3. There's a delivery man with a pizza out here. Did you order one?
4. Look at all those cars parked outside George's place. I wonder what's going on.
5. Just our luck! There's a detour ahead. Wonder what they're doing.
6. They were supposed to be here at three o'clock. Do you think they're still coming?
7. Take a look at the line-up in front of the ski shop.
8. I can't understand why everyone's driving so slowly. They usually go about 100 on this part of the highway.
9. What's with Lisa and Peter? They've been in Mrs. Klein's office all morning.
10. This plant looked so good when I got it. Now look at it. It's losing all its leaves.

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 reading the conversations.

SB p. 91

- B. Work with a partner.

Practise the conversations from Part A.

Roles: S1 – p. 91

S2 – p. 92

S1

For numbers 1 to 5, begin the conversation with the openers below. **You begin.**

1. "Gee, Ed's in a really bad mood. I wonder what's wrong with him."
2. "Somebody left this note on my desk. I can't make out the signature at all."
3. "There's a delivery man with a pizza out here. Did you order one?"
4. "Look at all those cars parked outside George's place. I wonder what's going on."
5. "Just our luck! There's a detour ahead. Wonder what they're doing."

For numbers 6 to 10, respond using the speculations you wrote in Part A. **Your partner begins.**

S2

For numbers 1 to 5, respond using the speculations you wrote in Part A. **Your partner begins.**

For numbers 6 to 10, begin the conversation with the openers below. **You begin.**

6. "They were supposed to be here at three o'clock. Do you think they're still coming?"
7. "Take a look at the line-up in front of the ski shop."
8. "I can't understand why everyone's driving so slowly. They usually go about 100 on this part of the highway."
9. "What's with Lisa and Peter? They've been in Mrs. Klein's office all morning."
10. "This plant looked so good when I got it. Now look at it. It's losing all its leaves."

PRACTICE 3

To the teacher

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

P=3=

SB p. 93

SPEAK Work in a group.
To practise speculating.

You will take part in role plays in which you and your partners speculate about different situations.

For each number, a cue is provided to help you begin to role play.

Continue the conversations by:

- commenting on your partner's speculation, e.g. agreeing or disagreeing
- defending your own speculation, trying to persuade your partners you are right
- making another speculation, ...

Roles: S1 – p. 94

S2 – p. 95

S3 – p. 96

S1

1

You see Ken, a former colleague, going into the boss's office. **Begin the speculation.**

2

You see a large group of people demonstrating in front of City Hall. **Begin the speculation.**

3

You and your friends are having lunch at a restaurant. Nearby, there's a table of people celebrating loudly. **Begin the speculation.**

4

You see two police officers going in to talk to your supervisor, Mrs. Hartman. **One of your partners will begin.**

Speculate about why they're here.

cue: another theft in the office

5

A colleague, Carolyn, recently got a big promotion. **One of your partners will begin.**

Speculate about her new salary.

cue: \$50 000 at least

6

You see Mr. Singer, your boss, in a three-piece suit. He usually wears just a shirt or a sweater. **One of your partners will begin.**

Speculate about why he's dressed up.

cue: interview

7

You boarded a plane half an hour ago. You're still waiting for takeoff. **One of your partners will begin.**

Speculate about the delay.

cue: mechanical problems

8

You have a lunch date with Bob for 12:00. It's now 12:15, and Bob isn't there. **One of your partners will begin.**

Speculate about why Bob's late.

cue: busy with someone

9

A mutual friend, Theresa, left last week for a six-week trip around Europe. **One of your partners will begin.**

Speculate about where she is now.

cue: in Italy

S2

1

You see Ken, a former colleague, going into the boss's office. **One of your partner's will begin.**

Speculate about why he's here.

cue: wants his old job back

2

You see a large group of people demonstrating in front of City Hall. **One of your partners will begin.**

Speculate about why they're demonstrating.

cue: to protest higher property taxes

3

You and your friends are having lunch at a restaurant. Nearby there's a table of people celebrating loudly. **One of your partners will begin.**

Speculate about what they're celebrating.

cue: someone's birthday

4

You see two police officers going in to talk to your supervisor, Mrs. Hartman. **Begin the speculation.**

5

A colleague, Carolyn, recently got a big promotion. You're curious about her new salary. **Begin the speculation.**

6

You see Mr. Singer, your boss, in a three-piece suit. He usually wears a shirt or a sweater. **Begin the speculation.**

7

You boarded a plane half an hour ago. You're still waiting for takeoff. **One of your partners will begin.**

Speculate about the delay.

cue: bomb threat

8

You have a lunch date with Bob for 12:00, and Bob isn't there. **One of your partners will begin.**

Speculate about the delay.

cue: he forgot

9

A mutual friend, Theresa, left last week for a six-week trip around Europe. **One of your partners will begin.**

Speculate about where she is now.

cue: in Paris

S3

1

You see Ken, a former colleague, going into the boss's office. **One of your partners will begin.**

Speculate about why he's here.

cue: just visiting

2

You see a large group of people demonstrating in front of City Hall.

One of your partners will begin.

Speculate about why they're demonstrating.

cue: to protest the closing of the city zoo

3

You and your friends are having lunch at a restaurant. Nearby, there's a table of people celebrating loudly. **One of your partners will begin.**

Speculate about what they're celebrating.

cue: someone's promotion

4

You see two police officers going in to talk to your supervisor, Mrs. Hartman.

One of your partners will begin.

Speculate about why they're here.

cue: looking for someone

5

A colleague, Carolyn, recently got a big promotion. **One of your partners will begin.**

Speculate about her new salary.

cue: not more than \$45 000

6

You see Mr. Singer, your boss, in a three-piece suit. He usually wears just a shirt or a sweater. **One of your partners will begin.**

Speculate about why he's dressed up.

cue: meeting with someone important

7

You boarded a plane half an hour ago. You're still waiting for takeoff. **Begin the speculation.**

8

You have a lunch date with Bob for 12:00. It's now 12:15, and Bob isn't there. **Begin the speculation.**

9

A mutual friend, Theresa, left last week for a six-week trip around Europe. **Begin the speculation.**

UNIT

58

LOOKING FOR PEOPLE AND THINGS

PRESENTATION

To introduce the language for asking where someone or something is

Tape/CD

- 1) Inform the Ss that they will listen to some conversations in which different people are looking for other people or things. See script p. 134.
- 2) Draw the following chart on the BB, without the answers, and have the Ss copy it.

**Suggested
KEY**

Conversation	Who or what is the speaker looking for?	What information does the other speaker give?
1	<i>Eric</i>	<i>saw him by the stairs</i>
2	<i>Carol's leave forms</i>	<i>look on Mrs. Cheung's desk</i>
3	<i>revised cost estimates</i>	<i>she's got them</i>
4	<i>Mr. Greenberg</i>	<i>in Madeleine's office</i>

- 3) Go over the questions 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 above.

1 Asking Where Someone or Something Is

SB p. 97

Script

CONVERSATION 1

KEY

A: Hi, **do you guys know where Eric is?** We're supposed to get together before lunch to look at those blueprints.

B: Well, I saw him by the stairs a little while ago. Maybe he was coming down to see you.

CONVERSATION 2

A: Laura, **did you happen to see Carol's leave forms anywhere?** I need to check the dates again.

B: No, sorry, I haven't. Why don't you look on Mrs. Cheung's desk? She probably has them.

CONVERSATION 3

A: **You wouldn't know where those revised cost estimates are?** You know, the ones Henry showed me the other day. I wanted to take a look at them.

B: Yeah, I've got them here someplace.

CONVERSATION 4

A: **Is Mr. Greenberg around anywhere?** I have to get his signature on these memos so I can send them out.

B: I think he's in with Madeleine. Want me to buzz her office?

To focus on the exponents for asking where someone or something is

Tape/CD \

6) For each conversation:

Play the tape or CD-ROM again and have the Ss try to identify the exponent for asking where someone or something is. See script p. 134. Write the exponent on the BB.

7) Elicit other exponents and write them on the BB. See STUDY p. 137.

Point out that when asking where someone or something is, indirect questions are often used. See STUDY p. 137.

To focus on:

- **have to, want to, need (to), be supposed to**

8) Point out that when we ask where someone or something is, we often give reasons. See STUDY p. 137.

Text \

9) Inform the Ss they will look at the conversations they have just heard. See p. 134.

10) Have the Ss turn to SB p. 97.

11) For each conversation:

Have the Ss underline the reason the speaker gives. See KEY.

Explain the use of **have to, want to, need (to)** and **be supposed to** when giving reasons.

To have the Ss try asking where someone or something is

12) Have the Ss turn to SB p. 98. See below.

13) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play using the cues provided.

2 Asking Where Someone or Something Is

SB p. 98

Roles: S1 – Ask where the person or the thing is, using the cues in the first column. Give reasons if possible.

S2 – Respond using the cues in the second column.

Switch roles and repeat the role plays.

Cues

S1

1. the master key
2. your colleague, Sonia
3. your address book
4. your calculator
5. the security guard
6. the personnel manager,
Mrs. Dixon

S2

1. no/maybe on Jack's desk
2. yes/in Mr. Allen's office
3. no/ask for a description
4. yes/by the telephone
5. no
6. not sure/maybe in a
meeting

STUDY

SB p. 99

Asking Where Someone or Something IsIs Mrs. Taylor **around (here) anywhere?**I **can't find**
I'm looking for | Dolores.Did you (happen to) **see Rick around**
anywhere?Have you **seen Mr. Brooks by any chance?**You **haven't seen** the big stapler, **have you?**Did **anyone** | **see** | a glove **(around here)?**
findI **don't know what I did with** | my coffee mug.
I **think I've lost**When asking where someone or something
is, we often use indirect questions.Do you know | **where** the Wilson
Would you (happen to) know | report is?(Do you have) any idea **where Amy** | **is?** I'm **supposed to** see her before
| **might be?** lunch.You **wouldn't know where** the hammer is,
(would you)?**Giving Reasons**When asking where someone or
something is, we often give a
reason.

There's someone here to see her.

have to **need (to)**
want to **be supposed to**
are often used in giving reasons.I **need to** talk to him, right away.He **wanted to** see me this morning.I **have to** staple these booklets.I **need** it right away.I **want to** fix this bookshelf.

PRACTICE

PRACTICE 1

To the teacher

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

P=1 WRITE / SPEAK

SB p. 101

To practise asking where people and things are.

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

**Suggested
KEY**

Speaker 1
You're looking for:

Speaker 2
Respond

1. your appointment book. Ask a colleague.

I can't find my appointment

book. Have you seen it

anywhere?

No, I haven't. Sorry.

cue: no

2. Mr. Warner. You were supposed to meet him. Ask a colleague.

You wouldn't know where Mr.

Warner is, would you? I was

supposed to meet him.

Yes, he's gone to get a

coffee.

cues: yes/go to get a coffee

Speaker 1
You're looking for:

Speaker 2
Respond

3. Albert. Ask a colleague.

*Did you see Albert around
anywhere?*

*Yes, he's in the meeting
room.*

cues: yes/in the meeting room

4. a package. Ask a clerk in the department store.

*Excuse me. Did you happen to
see a package around here?*

*No, I'm sorry, I didn't. Why
don't you check with Lost and
Found?*

cues: no/Lost and Found

5. order forms. You have to order some supplies. Ask a colleague.

*You haven't seen the order
forms, have you? I have to
order some supplies.*

*I think I saw some in the
bottom drawer of the filing
cabinet.*

cues: think/bottom drawer of filing
cabinet

Speaker 1
You're looking for:

Speaker 2
Respond

6. your umbrella. Ask the cashier in the restaurant.

*Did anyone happen to find an
umbrella?*

Yes, is this it?

cue: yes

7. Phyllis. There's someone to see her. Ask a friend.

*I can't find Phyllis. Have you
seen her? There's someone
here to see her.*

*Sorry. I haven't seen her
since this morning.*

cues: no/not since this morning

8. a notebook. Ask another student.

*You haven't seen a notebook
by any chance, have you?*

*I think somebody left a blue
one on the teacher's desk.*

cues: blue one/on teacher's desk

Speaker 1
You're looking for:

Speaker 2
Respond

9. the janitor. Your bathroom ceiling is leaking. Ask the doorman in your apartment building.

Do you know where the janitor

is? My bathroom ceiling's

leaking.

I'm not sure but I think he's

in the garage.

cues: not sure/in the garage

10. your bus pass. Ask a colleague.

I don't know what I did with

my bus pass. Have you seen

it?

No, I haven't. Did you look

around your desk?

cues: no/your desk

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. 104

- 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 complete the conversations.
 3) Correct with the Ss.

P=2=

WRITE / SPEAK

SB p. 105

To practise the language for looking for people and things.

A. For each number:

Read the part of the conversation given.

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

- **can't find/pliers**
- **not see them around here**
- **supposed to see me**
- **see my calculator?**
- **have to see her/about something**
- **not know/driver's license/be**
- **see Julian Gates**
- **know where Miss Harvey/be?**

**Suggested
KEY**

1. A: I don't know where my driver's license is.
- _____

B: Don't you usually keep it in your wallet?

2. A: Do you know where Rebecca is? I have to see her
- about something.
- _____

B: I'm afraid she just stepped out for a few minutes.

3. A: Have you seen my calculator?

B: Yeah. I used it last week to do the statistics, but I put it back. Did you check your desk?
4. A: I think I've misplaced my car keys.
B: I don't see them around here. You didn't leave them in the car, did you?
5. A: You haven't seen Julian Gates, have you?
B: I'm sorry, but he's going to be out all afternoon. Can I do anything for you?
6. A: I can't find the pliers.
Did you see them anywhere?
B: They're not in your toolbox?
7. A: Can I help you?
B: Yes, you wouldn't happen to know where Miss Harvey
is, would you?
I'm supposed to see her about renewing my insurance policy.
8. A: Is Mr. Jackson around anywhere? He was supposed
to see me
before the end of the day.
B: I know he was looking for you, but I'm afraid he's out right now.

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. 106

- B. Work with a partner.

Role play the conversations in Part A.

For each number:

Think about your role before you begin.

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

Then continue the conversation.

Roles: S1 – Speaker A

S2 – Speaker B

Switch roles after Number 4.

PRACTICE 3 THE LOST AND FOUND OFFICE

To the teacher

In this activity, the Ss will try to locate lost items.

SETTING UP THE ACTIVITY

Collect at least three personal items from each S (pen, watch, wallet, keys, ...)

Keep some of the items for the Lost and Found Office and distribute the other items among the Ss. Each S should see only what he/she receives.

DOING THE ACTIVITY

Ss try to locate their 'lost items' by questioning each other.

Ss who cannot locate their 'lost item' check with you in the Lost and Found Office. To have the Ss describe the item, you can ask, for example:

What did it look like?

Does it have a red cover?

The activity continues until all the Ss have retrieved all their 'lost items'.

P=3= The Lost and Found Office

SB p. 107

To practise asking about something you've lost and responding.

Your teacher will explain how to do this activity.

PRACTICE 4

To the teacher

NOTE:

You should become thoroughly familiar with this activity before doing it with the Ss. You will need to photocopy the role cards.

PREPARING FOR THE ROLE PLAY

Go over the instructions with the Ss.

Distribute all the cards in Set I equally among the Ss and explain that these cards indicate people or items that they have information about.

Give each S a card from Set II and explain that these cards contain pictures of people or items they are looking for.

NOTE:

Make sure that the S does not receive a card that corresponds to a person or item he/she has information about.

Place the remaining cards from Set II at the front of the class.

Instruct the Ss to go around the class asking for information about the location of the person or item he/she is looking for.

When a S finds the person who has the information he/she wants, the S takes the card with the information.

DOING THE ROLE PLAY

Ss do the role play.

As each S gets information about the person or item he/she is looking for, he/she can take another card from the front of the class and try to get information about that person or item. The role play continues until all the cards are matched.

P=4= SPEAK

SB p. 107

To practise the language for looking for people and things.

You will role play situations in which you try to locate a person or an item by questioning other students in the class.

Your teacher will explain how to do this activity.

ROLE CARDS

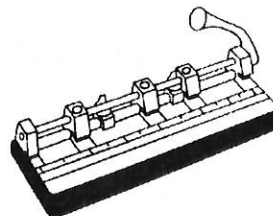
Set I

You **saw**



on table/in lunch room

You **saw**



on bookshelf/in workroom

You **saw**
Ralph



by elevator/going to bank

You **saw**
Anna



in Bruce's office/just before
coffee break

You **saw**
Mr. Clarkson



at front desk/talking to Mr. Eastwood

You **found**



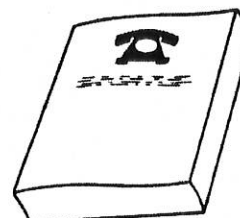
on window ledge

You **saw**
Mrs. Bernstein



in cafeteria/few minutes ago

You **saw**

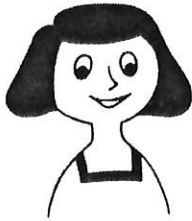


in staff lounge

ROLE CARDS

Set I

You **saw**
Nadia



taking mail/5th floor

You **saw**



on Sandra's desk

ROLE CARDS

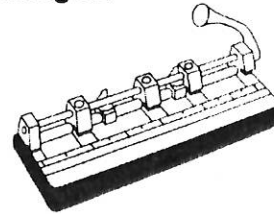
Set II

You **lost**



Description: metal frame

You're **looking for**



Reason: add pages to catalogue

You're **looking for**
Ralph



Reason: talk to him/about something

You're **looking for**
Anna



Reason: meet with her/about report

ROLE CARDS

Set II

You're **looking for**
Mr. Clarkson



Reason: phone call for him

You **lost**



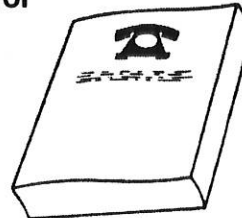
Description: grey leather

You're **looking for**
Mrs. Bernstein



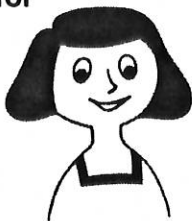
Reason: see her/some time this morning

You're **looking for**



Reason: call a client/Toronto

You're **looking for**
Nadia



Reason: have cheque/for her

You **lost**



Description: brown earthenware

UNIT

59

SIMILARITIES AND DIFFERENCES

PRESENTATION

PART I

TALKING ABOUT SIMILARITIES

To introduce the language for talking about similarities

Tape/CD

- 1) Inform the Ss that they will listen to conversations in which people are talking about similarities. See script p. 152.
- 2) Draw the following chart on the BB, without the answers, and have the Ss copy it.

**Suggested
KEY**

Conversation	What are the speakers talking about?
1	<i>who should get the promotion</i>
2	<i>Turkish coffee</i>
3	<i>spring fashions</i>
4	<i>finding a house</i>
5	<i>work schedule</i>
6	<i>alarm system</i>

- 3) Go over the question 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 above.

1

Modified Cloze
Talking About Similarities

SB p. 109

Script

CONVERSATION 1

KEY

A: We're going to have a hard time deciding who should get the promotion.

B: Yeah. I know what you mean. Both Jeff and Walter are highly qualified.

CONVERSATION 2

A: What does Turkish coffee taste like?

B: Well, it's somewhat like espresso, but it's thicker.

CONVERSATION 3

A: Have you seen those wild fashions they've come out with this spring?

B: Oh, I have. Actually, they're very similar to what we used to wear when I was a teenager.

CONVERSATION 4

A: Have you made an offer on a house yet?

B: No. We're having trouble finding what we want. We looked at two yesterday, but neither of them had a garage.

CONVERSATION 5

A: I really don't understand what all the fuss is about. The new work schedule is basically the same as the old one.

B: Yeah, it's just that you have to start a bit earlier, that's all.

CONVERSATION 6

A: So which alarm system did you decide to buy?

B: Well, there're really only two that I'd consider getting. They're almost exactly the same except that the one made by General Alarms includes a service contract.

To focus on:

- **exponents for talking about similarities**
- **intensifiers**

Text \

6) Inform the Ss that they will look at the conversations they have just heard.
See p. 152.

7) Have the Ss turn to SB p. 109.

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 conversation to go over the answer with the Ss.

Discuss the exponent for talking about similarities.

Have the Ss circle the intensifier if applicable. See KEY.

For Conversations 5 and 6, point out that these are comparisons of equality. See STUDY p. 159.

PART II

TALKING ABOUT DIFFERENCES

To introduce the language for talking about differences

Tape/CD

- 1) Inform the Ss that they will listen to conversations in which people are talking about differences. See script p. 155.
- 2) Draw the following chart on the BB, without the answers, and have the Ss copy it.

**Suggested
KEY**

Conversation	What are the speakers talking about?
1	<i>John's new apartment</i>
2	<i>new boss</i>
3	<i>shopping centre</i>
4	<i>winter</i>
5	<i>carpet</i>
6	<i>T.V. set</i>

- 3) Go over the question 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 above.

2

Modified Cloze
Talking About Differences

SB p. 111

Script

CONVERSATION 1

A: So what do you think of John's new apartment?

B: Well, it's completely *different from* _____ what I imagined, but I like it very much.

CONVERSATION 2

A: How do you like your new boss?

B: Compared to _____ the old one, this one's a saint.

CONVERSATION 3

A: What do you think of the shopping centre now that it's renovated?

B: I can't believe it's the same place. It looks totally *different.* _____

CONVERSATION 4

A: This winter sure is cold compared to last winter.

B: Yeah, and there's certainly a big *difference in* _____ the amount of snow we've had, too.

CONVERSATION 5

A: Oh, that's not the carpet you were supposed to get, is it?

B: No, but this one is only slightly *different* _____ and I paid a lot less for it!

CONVERSATION 6

A: Well, there seems to be a bit of a difference in the quality of the picture on this set.

B: Maybe, but I don't think it's really worth the extra cost.

To focus on:

- exponents for talking about differences
- intensifiers

Text

6) Inform the Ss that they will look at the conversations they have just heard.
See p. 155.

7) Have the Ss turn to SB p. 111.

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 conversation to go over the answer with the Ss.

Discuss the exponent for talking about differences.

Have the Ss circle the intensifier if applicable. See KEY.

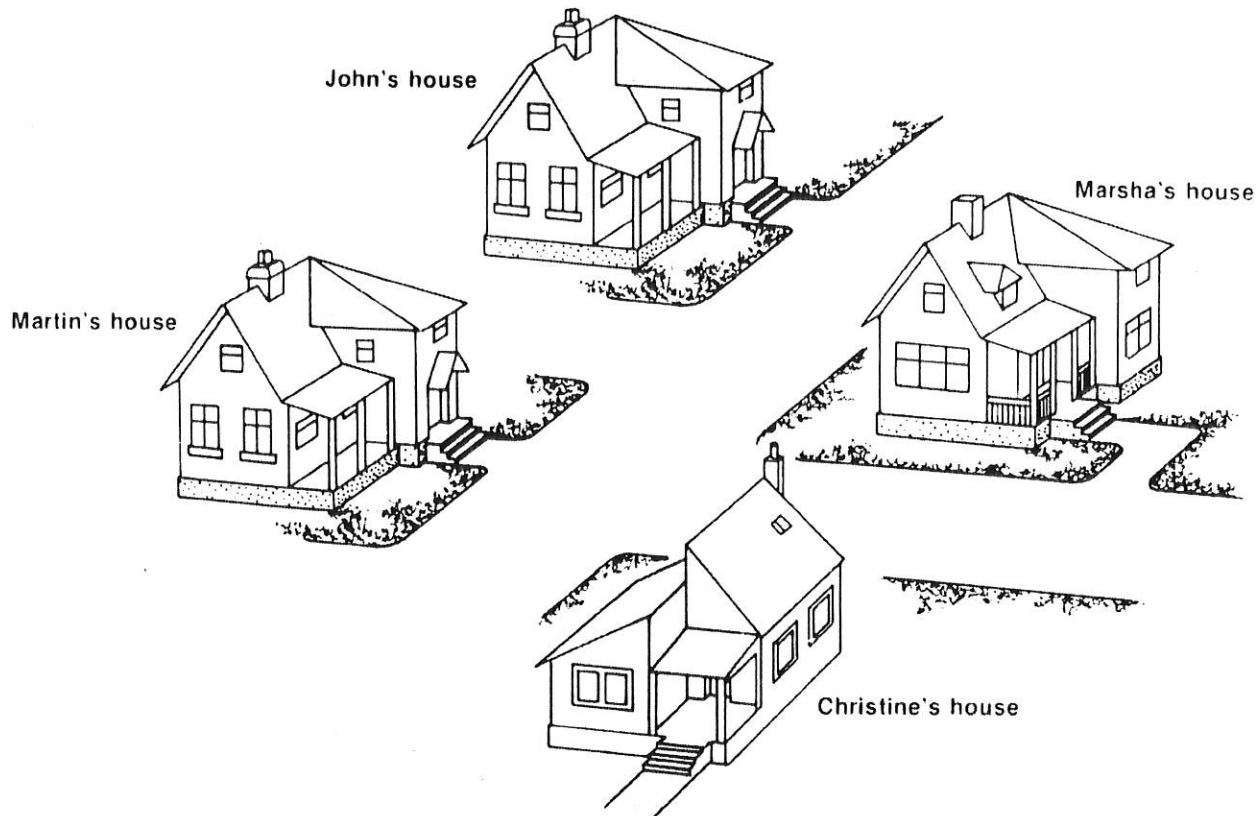
To have the Ss try talking about similarities and differences

9) Have the Ss turn to SB p. 112. See p. 157.

10) Have the Ss take turns comparing the houses using the words in the boxes to help them.

3 Talking About Similarities and Differences

SB p. 112



1. Martin's house and Christine's house.

- very different from
- totally different
- a big difference between
- not at all like

2. John's house and Martin's house.

- just like
- exactly the same as
- identical
- no difference between
- both

3. Marsha's house and John's house.

- a lot like
- very similar to
- quite similar
- not much difference between

STUDY

SB p. 113

TALKING ABOUT SIMILARITIES**Similarity**

George is a lot **like** his father.

Spanish is very **similar to** French.

The two recipes are quite **similar**.

both
neither ... nor

are often used in talking about
similarities

Jeff and Walter are **both** good athletes.

Neither Nicole **nor** Howard qualified for that position.

Equality

Your office is exactly **the same as** mine.

There's **no difference between** your dental plan and mine.

This desk is **just like** my old one. They're **identical**.

TALKING ABOUT DIFFERENCES

The film is very **different from** the book.

The two houses are fairly **different**.

There's a big difference between this monitor and the old one.

These two stoves look the same, but **there's a fair difference in** price.

When we talk about differences, we often identify contrasting features.

My sister and I are quite different. She's **creative**, I'm **not**.

They don't look like brothers at all. One's **tall and dark**, the other one's **short and fair**.

He **grew up in a big city** and I **come from a small town**.

Intensifiers Used When Talking about Similarities and Differences		
a bit a little (bit) slightly	fairly pretty quite rather	really very
much a lot	somewhat basically	completely totally
a bit of (a) a slight a lot of a big		difference

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. 115

To practise talking about similarities and differences.

In Part A, you will complete conversations in which people make comparisons and in Part B, you will practise these conversations.

Then, in Part C, you will rewrite parts of these conversations.

A. For each number:

Read the part of the conversation given.

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

- same one we have
- somewhat similar/rye bread/only darker
- a lot like last year's model
- a big difference/decor
- nothing like what I expected
- rather similar/his last one
- so completely different/each other
- taste pretty much/same
- nothing like/old one
- no different/last one I took

**Suggested
KEY**

1. A: There don't seem to be that many changes in this year's Stinger.

B: You're right. It's a lot
like last year's model.
They've just modified the steering mechanism, that's all.

C: It's very similar to last year's model.

2. A: So how do you like the new printer?

B: It's nothing like the old
one. This one does everything.

C: There's a big difference between the old printer and
the new one.

3. A: Look at this gas barbecue they have on sale at National Hardware. Do you think it's any good?

B: Yeah, it's a good one.
It's the same one we have.

C: It's just like the one we have.

4. A: So what do you think of the the new Mama Sophia Restaurant?

B: Well, the food is as good as ever. But, there's a big
difference in the decor.

C: The decor is really different.

5. A: It's no wonder Keith and Diane
are having problems. They're
so completely different from
each other.

B: You're right. They don't
have anything in common.

C: Keith and Diane are not at all alike.

6. A: I don't care what people say.
I still prefer butter to
margarine.

B: Oh, come on. They taste
pretty much the same.

C: There's not much difference in taste.

7. A: What do you think of Marian's
new husband?

B: Well, to tell you the truth,
he's nothing like what I
expected.

C: He's really different from what I expected.

8. A: Have you read Jason Nichols'
new novel "High Places"?

B: No, I haven't. But they say
it's rather similar to his
last one.

C: It's quite a bit like the last one he wrote.

9. A: So, how's the course coming along?

B: To be quite honest, I don't know why they sent me on this course. It's no

different from the last

one I took.

C: It's the same as the last course I took.

10. A: What's pumpernickel?

B: Well, it's a kind of bread.

It's somewhat similar to

rye bread, only it's

darker.

C: It's a little bit like rye bread, only it's darker.

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. 118

B. Work with a partner.

Practise reading your corrected conversations and those of your partner.

To the teacher

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

SB p. 118

- C. In the spaces provided under each conversation, write sentences having approximately the same meaning as those you wrote in Part A. Use the Study page to help you.

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 circle their answers.
 3) Correct with the Ss.

P=2**LISTEN / SPEAK**

SB p. 119

To practise talking about similarities and differences.

In Part A, you will listen to statements about similarities and differences. Then, in Part B, you will role play conversations based on these statements.

- A. For each number:



Listen to the statement. Then circle the expression that best completes the sentence.

KEY

1. The price of coffee is

nearly as much as
<u>much</u> more than
basically the same as

it was a couple of months ago.

2. The jacket on sale is

quite different from
<u>very similar to</u>
nothing like

the grey one.

3. The main floor office is

bigger than
the same size as
a bit smaller than

the 10th floor office.

4. The new couriers are

a little more efficient than
just as efficient as
not as efficient as

the old ones.

5. The downtown locations is

more convenient than
not as convenient as
just as convenient as

the other locations.

6. The X-25 is

just like
very different from
quite similar to

the other photocopier.

7. The ski packages are

exactly the same.
totally different.
fairly similar.

8. Don is

a bit more relaxed than
nowhere near as relaxed as
much more relaxed than

he was before.

Script

1. I was really surprised when I went to get some coffee the other day. The price was nearly double what it was a couple of months ago.
2. Hey, come here for a second. Doesn't this jacket remind you of my grey one? And look, they only want 60 dollars for it.
3. The office on the main floor was just what we were looking for. The one on the tenth floor was too small.
4. I don't think we should have changed couriers. The new one's cheaper, but it takes them a lot longer to deliver stuff.
5. You know, I really like living downtown much better. It takes me half an hour less to get to work.
6. According to the catalogue, those two photocopiers you asked about are pretty much the same, except the X-25 comes with a sorter.
7. I checked around for ski packages to Banff. They seem to offer basically the same things but they're all pretty expensive.
8. Did you notice the big difference in Don since he came back from holidays? He seems so calm and relaxed.

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. 120

- B. Work with a partner.

Role play the following exchanges based on the opening statements you heard in Part A.

Roles: S1 – p. 121

S2 – p. 122

S1

For Numbers 1 to 4, begin the conversations with the statements below.

You begin.

1. "I was really surprised when I went to get some coffee the other day. The price was nearly double what it was a couple of months ago."
2. "Hey, come here for a second. Doesn't this jacket remind you of my grey one? And look, they only want 60 dollars for it."
3. "The office on the main floor was just what we were looking for. The one on the 10th floor was too small."
4. "I don't think we should have changed couriers. The new one's cheaper, but it takes them a lot longer to deliver stuff."

For Numbers 5 to 8, respond using the cues provided. **Your partner begins.**

Cues

5. You also live downtown and like it.

6. You think a sorter is necessary.

7. You think going to Vermont is a better idea.

8. You've also noticed the difference, but you don't think it'll last.

S2

For Numbers 1 to 4, respond using the cues provided. **Your partner begins.**

Cues

1. You had the same experience.

2. You think it's exactly like the grey jacket.-----
Comment on the price.

3. You like the office on the main floor much more too.

4. Suggest going back to the old courier.

For numbers 5 to 8, begin the conversations with the statements below.

You begin.

5. "You know, I really like living downtown much better. It takes me half an hour less to get to work."
6. "According to the catalogue, those two photocopiers you asked about are pretty much the same, except the X-25 comes with a sorter."
7. "I checked around for all ski packages to Banff. They seem to offer basically the same things but they're all pretty expensive."
8. "Did you notice the big difference in Don since he came back from holidays? He seems so calm and relaxed."

PRACTICE 3

To the teacher

- A. 1) Go over the instructions with the Ss.
- 2) Discuss possible points of comparison for the items with the Ss.
- Write the points on the BB. Have the Ss write them in their SBs.
See KEY.
- 3) Have the Ss elaborate on the points of comparison by writing notes beside each.

P=3= SPEAK

SB p. 123

To practise talking about similarities and differences.

In Part A, you will list some points of comparison for different pairs of items and in Part B, you will discuss the similarities and differences between the items.

Then in Part C, you will answer some questions based on the group discussions.

- A. Look at the following pairs of items and write some points of comparison in the spaces provided on the left.

Then write down your ideas for each point.

1.

Canada and the United States

**Suggested
KEY**

Points for comparison

Notes:

*size**climate**population**culture**importance in the world**economy*

2.

American and Foreign Cars

Points for comparison

Notes:

size

speed

quality

parts and maintenance

durability

safety

3.

Dogs and Cats

Points for comparison

Notes:

*care**training**expense**companionship**usefulness*

4.

Having Your Own Business and Working for Someone Else

Points for comparison

Notes:

<i>income</i>	
<i>hours of work</i>	
<i>job security</i>	
<i>fringe benefits</i>	
<i>personal satisfaction</i>	

To the teacher

- B. 1) Divide the Ss into small groups and go over the instructions with them.
2) Have the Ss discuss in their groups.

SB p. 128

- B. Work in a group.

Discuss the similarities and differences between the pairs of items in Part A, using the points for comparison and your notes.

To the teacher

- C. 1) Reassemble the class and go over the instructions with the Ss.
2) Have the Ss answer the questions.
3) Discuss the answers with the Ss.

SB p. 128

- C. Answer the following questions keeping in mind the information you learned in your group discussions.

Write your answers in the spaces provided.

1. Where would you rather live, in Canada or in the United States? Why?

2. Do you prefer American cars or foreign cars? Why?

3. Which make better pets, dogs or cats? Why?

4. Do you think it's better to have your own business or work for someone else? Why?

PRACTICE 4

To the teacher

NOTE:

Use student tapes or student CD-ROMs one and two.

- A. 1) Divide the class into two groups: S1's and S2's. Ss turn to the appropriate pages in their SBs.
- 2) Go over the instructions with the Ss.
- 3) Give each group their respective tape or CD-ROM.
- 4) Have the Ss do Part A.
- B. & C. 1) Divide the Ss into pairs, each pair having an S1 and S2.
- 2) Go over the instructions with the Ss.
- 3) Have one pair of Ss role play an example for the class.
- 4) Have the Ss do the role plays.

P=4
SB p. 129

LISTEN / SPEAK

To practise listening to and making comparisons.



In Part A, you will take notes as you listen to conversations in which things or people are being compared. Then, in Parts B and C, you will use your notes to role play with your partner.

Roles: S1 – p. 130

S2 – p. 133

S1

A. Work in a group.

For each number:

Listen to the conversation. Write down in the first column what two items or people are being compared.

Listen again and write down as many details as you can about them.

Check your information with the other members of your group.

	Suggested KEY	Details
1.	<div>squash</div> <div>racquetball</div>	<div>racquet has a longer handle, smaller ball</div> <div></div> <div></div> <div></div>
2.	<div>Jim</div> <div>Roy</div>	<div>short and stocky like Roy, real joker, great at parties</div> <div></div> <div>complete opposite - doesn't talk much, takes everything seriously</div> <div></div>
3.	<div>soft contact lenses</div> <div>hard contact lenses</div>	<div>very comfortable - you don't feel a thing, not much more expensive than hard lenses, need more care</div> <div></div> <div></div>
4.	<div>Regular Savings Account</div> <div>Super Savings Account</div>	<div>interest calculated monthly, you can write cheques - charge for every cheque</div> <div></div> <div>interest calculated daily, you can't write cheques</div> <div></div>

S1

B. Work with a partner.

You will now role play situations based on the conversations **you** listened to in Part A.

Read the situations and respond to your partner using your notes. **Your partner begins.**

1. You're the athletic director at a local recreation centre.

A member asks you about the equipment used in the games of squash and racquetball.

2. A colleague speaks to you about another colleague, Roy.

You've known Roy and his brother, Jim, for years.

3. A colleague is having trouble with his/her hard contact lenses.

You recently switched to soft lenses.

4. You work in a bank.

A customer wants information on two different accounts.

S1**C. Work with a partner.**

You will now role play situations based on the conversations **your partner** listened to in Part A.

Read the situations and role play the conversations. **You begin.**

1. You know your friend often goes to restaurants in Chinatown.

You mention to him/her that you enjoyed your meal last weekend at the Imperial Garden.

2. You're going to San Francisco for two weeks.

You're looking for a good hotel.

You ask a friend who's been there.

3. At a friend's house, you notice that he's/she's got the new Percomatic drip coffee maker.

You've seen it advertised.

You want to know if it's really that good.

4. You and a friend have had the same dentist, Dr. Kent, for a number of years.

Recently, your friend changed dentists.

You want to know why.

S2

A. Work in a group.

For each number:

Listen to the conversation. Write down in the first column what two items or people are being compared.

Listen again and write down as many details as you can about them.

Check your information with the other members of your group.

	Suggested KEY	Details
1.	<div>Imperial Garden Restaurant</div> <div>Chinese Tea Room</div>	<div></div> <div></div> <div>authentic Chinese food, not as crowded as the Imperial Garden</div>
2.	<div>hotel out of town</div> <div>hotel in the city</div>	<div>big double rooms, same price as a single in the city</div> <div>more convenient - right downtown, you don't have to travel back and forth</div>
3.	<div>Percomatic coffee maker</div> <div>Mr. Drip coffee maker</div>	<div>\$15 more than Mr. Drip, you can control how strong the coffee is</div> <div>both practically the same model - same size, same everything, both have automatic timers</div>
4.	<div>Dr. Kent</div> <div>Dr. Jorgensen</div>	<div></div> <div></div> <div>very pleasant, charges less, in the same building as Dr. Kent but on the fifth floor</div>

S2**B. Work with a partner.**

You will role play situations based on the conversations **your partner** listened to in Part A.

Read the situations and role play the conversations. **You begin.**

1. You want to sign up for either racquetball or squash lessons at the local recreation centre.

You ask the athletic director to explain the difference between the equipment used in the two games.

2. You find a new colleague, Roy, very reserved.

Mention this to another colleague.

3. You wear hard contact lenses.

Mention to a colleague that your contact lenses are bothering you.

4. You want to open an account at the bank.

You don't understand the difference between the Regular Savings Account and the Super Savings Account.

You ask one of the bank employees.

S2

C. Work with a partner.

You will now role play situations based on the conversations **you** listened to in Part A.

Read the situations and respond to your partner using your notes. **Your partner begins.**

1. You and a friend are discussing restaurants in Chinatown.

You've been to the Imperial Garden but you prefer the Chinese Tea Room.

2. You've been to San Francisco several times.

You like staying at the Sky View Hotel.

Your friend asks you about hotels.

3. You recently bought a Percomatic coffee maker.

A friend who comes over to your house asks you how satisfied you are with it.

4. You and a friend had the same dentist, Dr. Kent, for a while.

Recently you found another one.

Your friend asks why you've changed dentists.

Script 1

1. A: Is that squash they're playing or racquetball?
B: It's racquetball. Squash is played with a different kind of racquet and a different ball.
A: Oh yeah, the racquet you use for squash has a longer handle, doesn't it?
B: That's right. And the ball is much smaller too.

2. A: I don't think I've ever met Jim. What does he look like?
B: Well, physically he's a lot like his brother, Roy. You know, short and stocky. But he's a real joker. He's great at parties.
A: Funny, Roy's the complete opposite. He doesn't talk much and he seems to take everything so seriously.

3. A: How're your new contact lenses?
B: Fine, so far. Now I know why they call them soft. You don't feel anything.
A: I guess the comfort is what you're paying for.
B: Actually, they're not that much more than hard lenses. But you do have to take more care of them.

4. A: The two savings accounts are really quite different. In the Regular Savings Account, interest is calculated monthly and in the Super Savings, daily.
B: Oh, I see, and can I write cheques on both of them?
A: No, only on the Regular Savings. And there's a charge for every cheque.

Script 2

1. A: Do you want to go to the Imperial Garden for lunch again?
B: If it's O.K. with you, let's make it the Chinese Tea Room. The food's really authentic Chinese and I find it's not as crowded as the Imperial Garden.
A: That's O.K. by me.

2. A: Someone told me there's a nice hotel about ten miles out of town – nice big double rooms for the same price you pay for a single in the city.
B: But it's so much more convenient if we stay right downtown at the Sky View. You don't have to travel back and forth and everything's right there.

3. A: I don't understand why the Percomatic is \$15 more than the Mr. Drip. They're practically the same model – same size and everything and they both have automatic timers.
B: You're right. They look very much alike. It's just that with the Percomatic you can control how strong the coffee is.

4. A: You go to the same dentist as I do, don't you?
B: No, I don't go to Dr. Kent anymore. I go to another one. She's very pleasant and charges a lot less, too.
A: Oh really, what's her name?
B: Dr. Jorgensen. She's in the same building as Dr. Kent, but on the fifth floor.

UNIT 60

ARRANGING TO MEET WITH SOMEONE

PRESENTATION

To introduce the language for arranging to meet with someone

Situation \

- 1) Present the SITUATION to the Ss:

Alan Walker wants to meet with a colleague, Angela Hopkins, to discuss a public relations (PR) campaign for their company.

Flow chart \

- 2) Inform the Ss that they will look at possible exchanges that might take place between Angela and Alan to arrange a meeting. See p. 186.
- 3) Have the Ss turn to SB p. 137.
- 4) Have the Ss read the possible conversations shown in the flow chart.
- 5) 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.

To focus on the exponents for arranging to meet with someone

Flow chart \

- 6) Go through the flow chart again to elicit other exponents for each function. Write the exponents on the BB. See STUDY p. 189.

Additional exponents are not given for **suggesting another time** since they are usually the same as those for **suggesting a time**.

1

Arranging to Meet With Someone

SB p. 137

KEY

Alan Walker

Angela Hopkins

<i>Asking to meet with someone</i>	<i>Suggesting a time</i>
Could we get together to discuss the PR campaign?	Maybe this afternoon if you're not busy.

<i>Agreeing to the time</i>
Sure, anytime this afternoon is fine.

<i>Saying it's not convenient</i>	<i>Suggesting another time</i>
Sorry. I can't this afternoon. I'm working with Bob.	What about sometime tomorrow morning?

- Agreeing to the time
- Suggesting a time
- Asking to meet with someone
- Suggesting another time
- Saying it's not convenient

To have the Ss try the language for arranging to meet with someone

- 7) Have the Ss turn to SB p. 138. See below.
- 8) Divide the Ss into pairs and assign roles: S1 and S2. Have the Ss role play the situations using the cues provided.

2

Arranging to Meet with Someone

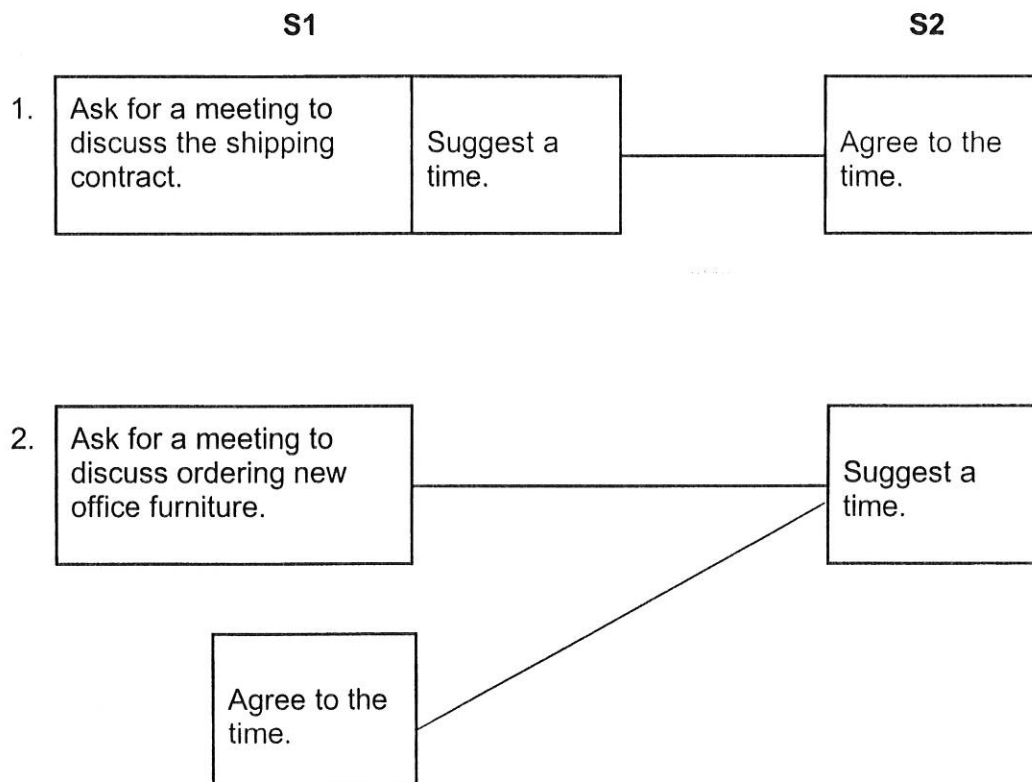
SB p. 138

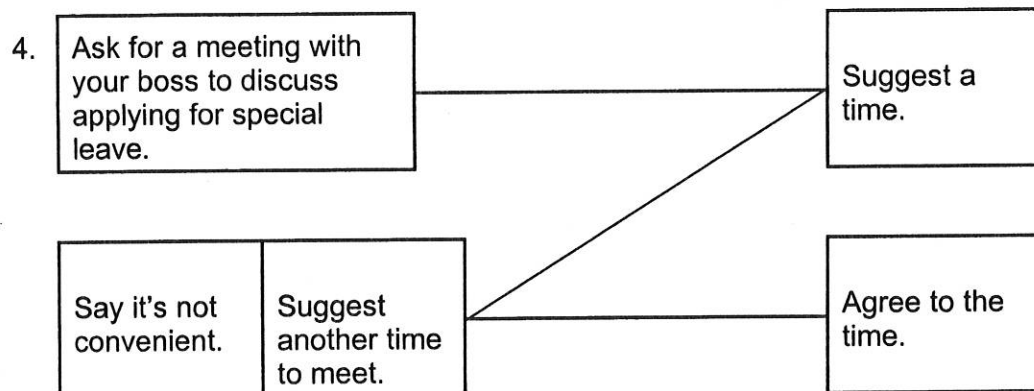
Roles: S1 – Ask to meet with S2.

S2 – Respond.

Switch roles and repeat the role plays.

Cues





STUDY

SB p. 141

ARRANGING TO MEET WITH SOMEONE

Asking to Meet With Someone

I'd like to see you about the report we have to do.

Could we meet to discuss the smoking policy?

Suggesting a Time

Would one* o'clock be a good time convenient (for you)? O.K.

What about this afternoon?
How

Agreeing

One o'clock is fine with/by me.
(That) sounds good.

Sure, this afternoon's fine.

Should and ought to are used to express obligations.

We should have a meeting to finalize the arrangements.
We ought to

I'm free
I can make it any time after lunch.
I'll be available

Saying it's not Convenient

Unfortunately, I can't make it this afternoon.
I'm going to be pretty busy this afternoon.

Have to, need to, and have got to are used to express stronger obligation.

We have to meet to work on the budget.
We need to

Do you have anything scheduled for Thursday?
Have you got

Thursday would be difficult.
's not a good time for me.
's impossible.

I've got to get together with you to plan the next session.

Are you free busy tomorrow?

Sorry, but I've already got something planned.
scheduled.

Say around two o'clock.

* The number is always spelled when o'clock is used. Exact time is always given in numbers. Approximate time is spelled.

PRACTICE

PRACTICE 1

To the teacher

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

P1 WRITE / SPEAK

SB p. 143

To practise the language for arranging to meet with someone.

- A. Write the conversations using the cues provided.

Suggested KEY

1.

Ask to meet with your boss to discuss working overtime.

A: *Could I meet with you to discuss working overtime?*

Suggest meeting right now.

B: *Sure. How about right now?*

2.

Ask for a meeting with a colleague to talk about the new pricing policy.

Suggest around three this afternoon.

A: *We have to get together to talk about the new pricing policy. Would this afternoon around three be O.K.?*

Say it's not convenient.

Suggest Friday morning.

B: *This afternoon's impossible. What about Friday morning?*

3.

Request a meeting with the union representative to discuss grievance procedures.

A: *We need to have a meeting to discuss grievance procedures.*

Propose tomorrow morning around ten.

B: *All right. Is tomorrow morning around ten convenient?*

4.

Ask for a meeting with a colleague to discuss the staff party.

Propose today at lunch time.

A: *We should get together to discuss the staff party. Are you free at lunch time?*

Say it's not convenient.

Suggest today after work.

B: *Sorry, I've got plans for lunch but I'm free after work.*

5.

Request a meeting with an employee for sometime today.

A: *I'd like to see you sometime today.*

Suggest right after lunch.

B: *O.K. Would right after lunch be a good time?*

6.

Ask to meet with a colleague
to finalize plans for the trade
show exhibit.

Suggest after coffee break.

A: *We have to finalize the plans for
the trade show exhibit. Could we
meet after coffee break?*

Agree to the time.

B: *Sure. I'm free then.*

7.

Ask for a meeting with your
teacher to discuss a personal
problem.

A: *I'd like to meet with you to
discuss a personal problem.*

Propose in about an hour.

B: *O.K. I'll be available in about
an hour.*

8.

Request a meeting with the
editor of your company
newsletter to discuss the
article he wants you to write.

Propose Thursday afternoon.

A: *We have to get together to discuss
the article you want me to write.
Would Thursday afternoon be O.K.?*

Say it's not convenient.

Suggest Thursday morning.

B: *The afternoon would be difficult,
but I'm free in the morning.*

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. 145

- 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.
2) Have the Ss write the requests.
3) Correct with the Ss and go over the situations with them.

P=2

SB p. 146

WRITE / SPEAK Work with a partner.

To practise the language for arranging to meet with someone.

In Part A, you will write requests to meet with someone. Then in Part B, you will use these requests to role play arranging to meet with someone.

- A. For each conversation:

Write an appropriate request in the first bubble using the cue provided.

**Suggested
KEY**

S1

S2

1.

You know, we should have another
meeting to discuss staff evaluations.

Request another meeting to
discuss staff evaluations.

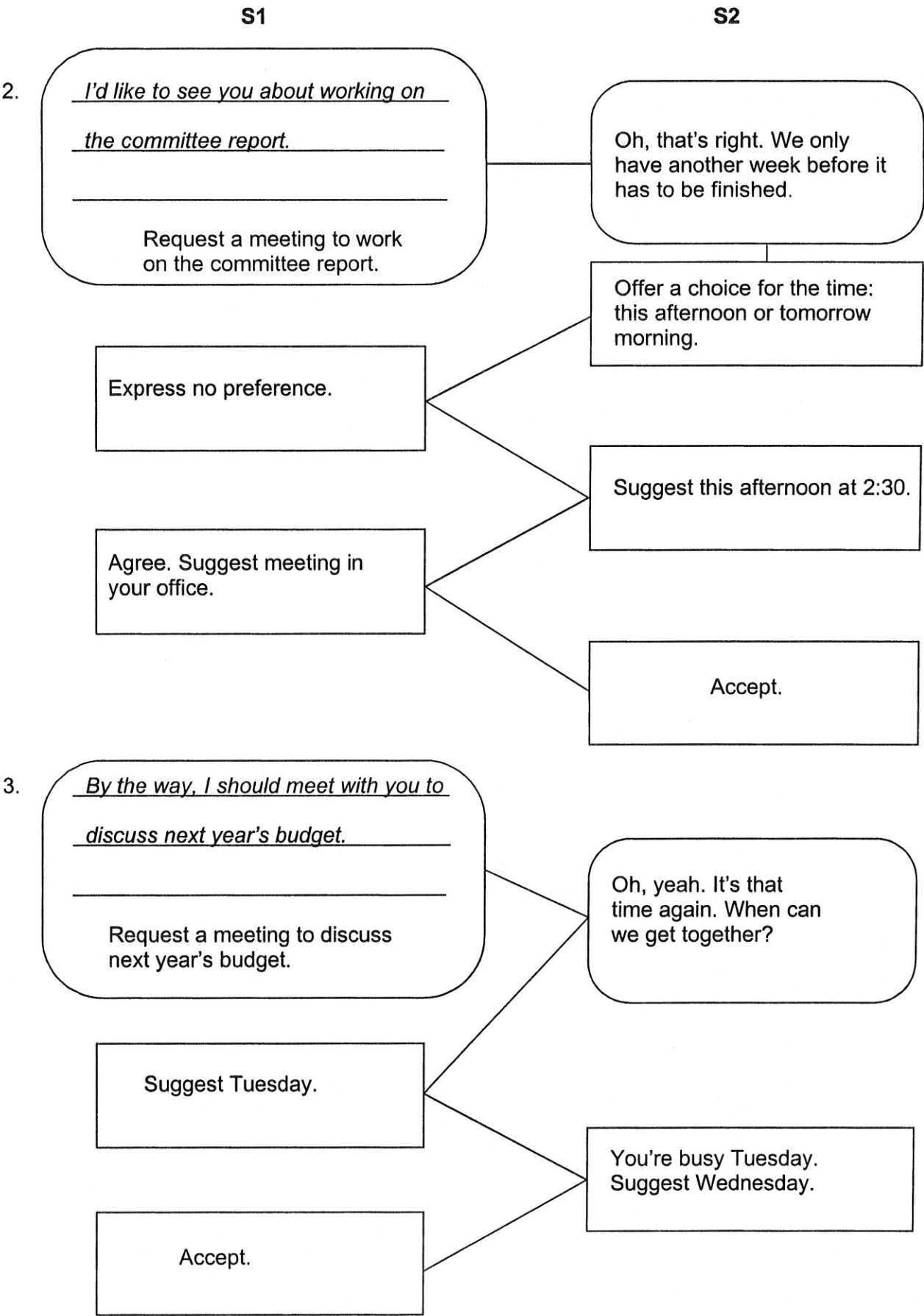
Insist and say it will be short.

Agree to the time suggested.

Do we really have to
meet again? We've
already discussed them
several times.

Accept and suggest a time.

Respond.



S1

S2

4.

You know, we need to get together
to rehearse the script for the slide
presentation.

Request a meeting to rehearse the script for the slide presentation.

Yeah. It's a pretty important presentation and we should do a decent job.

Ask when.

Offer a choice for the time: this Friday or some time next week.

Accept. Offer to reserve the presentation projector.

You're busy Friday.
Suggest next Wednesday.

Respond.

5.

Do you think we could have a meeting
sometime tomorrow to discuss changes
in the telephone system?

Request a meeting sometime tomorrow to discuss changes in the telephone system.

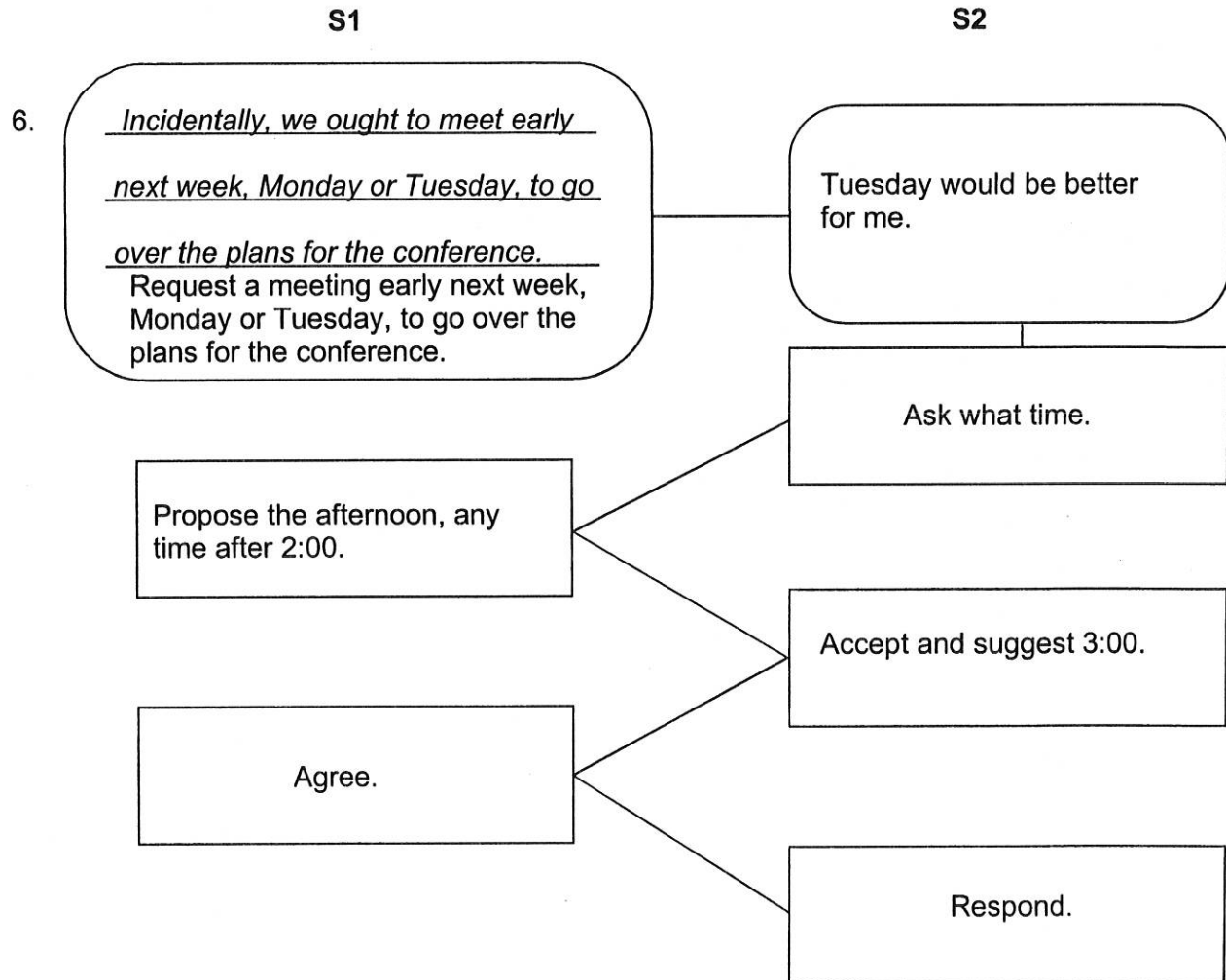
Unfortunately I'm going to be out of town the next couple of days, but I'm available after that.

Ask when it would be convenient.

Agree to the day.
Suggest a time.

Propose a day next week.

Agree to the time.



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. 149

- B. Work with a partner.

Role play the conversations in Part A using the cues provided.

Roles: S1 – Request a meeting.

S2 – Respond.

Switch roles after Number 3.

PRACTICE 3

To the teacher

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

P=3=

SB p. 149

SPEAK Work in a group.

To practise the language for arranging to meet with someone.

You will role play situations in which three people try to arrange meetings with each other.

Roles: S1 – p. 150

S2 – p. 151

S3 – p. 152

S1

Assume the schedule below is your schedule for Monday and Tuesday of next week. You will need to consult this schedule in order to role play the situations.

As you arrange your meetings, write them into your schedule. You may have to change some of your scheduled activities to accommodate your colleagues.

MONDAY	TUESDAY
8:30	8:30
9:00	9:00
9:30	9:30
10:00 } <i>training session</i>	10:00 } <i>discuss rotation of teams with Ruth</i>
10:30 }	10:30 }
11:00	11:00
11:30	11:30
12:00	12:00
12:30 } <i>tennis game with Bill</i>	12:30
1:00 }	1:00
1:30	1:30
2:00	2:00
2:30	2:30
3:00	3:00 } <i>study reports for meeting</i>
3:30	3:30 }
4:00	4:00
4:30	4:30

Situation 1

You want to discuss the new staffing policy with your colleagues. Try to arrange a meeting for Monday. It'll take about an hour. **You begin.**

Situation 2

A colleague wants to arrange a meeting with you.

Situation 3

A colleague wants to arrange a meeting with you.

S2

Assume the schedule below is your schedule for Monday and Tuesday of next week. You will need to consult this schedule in order to role play the situations.

As you arrange your meetings, write them into your schedule. You may have to change some of your scheduled activities to accommodate your colleagues.

MONDAY	TUESDAY
8:30	8:30
9:00	9:00
9:30	9:30
10:00	10:00
10:30	10:30
11:00	11:00
11:30	11:30
12:00	12:00
12:30	12:30
1:00	1:00
1:30	1:30
2:00	2:00
2:30	2:30
3:00	3:00
3:30	3:30
4:00	4:00
4:30	4:30

Situation 1

A colleague wants to arrange a meeting with you.

Situation 2

You want to discuss work schedules with your colleagues. Try to arrange a meeting for Monday or Tuesday morning. Half an hour is enough. **You begin.**

Situation 3

A colleague wants to arrange a meeting with you.

S3

Assume the schedule below is your schedule for Monday and Tuesday of next week. You will need to consult this schedule in order to role play the situations.

As you arrange your meetings, write them into your schedule. You may have to change some of your scheduled activities to accommodate your colleagues.

MONDAY	TUESDAY
8:30	8:30
9:00	9:00
9:30	9:30
10:00 } <i>conference downtown</i>	10:00
10:30 } <i>on new</i>	10:30 } <i>meeting with</i>
11:00 } <i>methods</i>	11:00 } <i>supervisor on</i>
11:30	11:30 } <i>job efficiency</i>
12:00 } <i>fitness class</i>	12:00
12:30 }	12:30
1:00	1:00
1:30	1:30
2:00	2:00
2:30	2:30
3:00 }	3:00 } <i>see Bob about new</i>
3:30 } <i>interview with</i>	3:30 } <i>computer terminal</i>
4:00 } <i>Mrs. Andrews</i>	4:00
4:30 }	4:30 } <i>dentist appointment</i>

Situation 1

A colleague wants to arrange a meeting with you.

Situation 2

A colleague wants to arrange a meeting with you.

Situation 3

You have to discuss next year's budget with your colleagues. Try to arrange a meeting for Tuesday. You need at least an hour. **You begin.**

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. 207-216. 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 29, using the SCENARIO on SB p. 153 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) computer specialist and secretary
 - b) secretary and manager
 - c) manager and computer specialist
 - d) manager and assistant manager
 - e) manager and personnel supervisor
 - f) manager and computer specialist
 - g) computer specialist and former colleague
 - h) computer specialist and secretary
 - i) secretary and manager
 - j) manager and computer specialist
 - k) manager and everyone
 - l) computer specialist and everyone
 - m) secretary and manager

- n) manager and everyone
- o) computer specialist and manager

_____ an hour later _____

- p) computer specialist, assistant manager,
and personnel manager
- q) personnel supervisor and computer specialist

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 of the information on their role cards. Explain that a dotted line on a role card indicates that the speaker should wait until the other speaker responds.

Ss do the role play scene by scene. Explain each scene before the Ss role play it.

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. 153

To practise the language for arranging to meet with someone.

Your teacher will explain how to do this role play.

SITUATION

Fraser Engineering recently installed a new computer system in its Calgary office. A computer specialist from Head Office in Toronto wants to go to the Calgary office to collect feedback on how the system is working.

ROLES

Computer specialist from Head Office in Toronto

Employees at the Calgary office:

manager

assistant manager

personnel supervisor

secretary

former colleague of the computer specialist

SCENARIO

Act 1 Arranging a Visit to the Calgary Office

Scene 1 On the telephone.

The computer specialist calls the Calgary office to set up a meeting.

Role cards: 1-5

Scene 2 In the assistant manager's office.

The manager informs the assistant manager of the meeting.

Role cards: 6-7

Scene 3 On the telephone.

The manager informs the personnel supervisor of the meeting.

Role cards: 8-9

Scene 4 On the telephone.

The manager calls the computer specialist to confirm the meeting.

Role cards: 10-11

Act 2The Visit to the Calgary Office

Scene 1 In the reception area of the Calgary office.

The computer specialist arrives for the meeting.

Role cards: 12-17

Scene 2 In the manager's office.

The meeting begins.

Some time later ...

The meeting ends.

Role cards: 18-29

Act 1 Arranging a Visit to the Calgary Office

Scene 1 On the telephone.

The computer specialist calls the Calgary office to set up a meeting.

1.

No. 1 COMPUTER SPECIALIST

You want to visit the Calgary office to find out how the new computer system is working.

Call the Calgary office.

Ask to speak to the manager.

2.

No. ____ SECRETARY

You receive a call from Head Office for the manager.

Transfer the call to the manager.

3.

No. ____ MANAGER

You receive a call from Head Office.

4.

No. ____

COMPUTER SPECIALIST

Tell the manager you want to come to the Calgary office next week to collect feedback.

Ask the manager to arrange a meeting. You want the following people at the meeting:

- the manager
- the assistant manager
- the personnel supervisor

Arrange a date and time for the meeting.

You can go there any day except Tuesday, and the meeting must take place before 12:30.

5.

No. ____

MANAGER

Agree to the meeting.

Agree on a day for the group meeting and write down the information:

Tell the specialist you will arrange the meeting and get back to him/her to confirm the time.

Scene 2 In the assistant manager's office.

The manager informs the assistant manger of the meeting.

6.

No. ____	MANAGER
You go to the assistant manager's office.	
Tell him/her about the meeting with the computer specialist and ask him/her to attend.	

Inform him/her of the day and arrange a time.	

7.

No. ____	ASSISTANT MANAGER
The manager comes to see you about setting up a meeting.	
Agree to attend the meeting.	

The day he/she proposes is convenient. You will be busy until 10:00 a.m. that day.	

Scene 3 On the telephone

The manager informs the personnel supervisor of the meeting.

8.

No. ____	MANAGER
You call the personnel supervisor.	
Tell him her about the meeting with the computer specialist and ask him/her to attend.	

Check to see that the day and time are O.K.	

9.

No. ____

PERSONNEL SUPERVISOR

You receive a call from the manager about setting up a meeting.

Agree to attend the meeting.

The day and the time are O.K.

Scene 4 On the telephone.

The manager calls the computer specialist to confirm the meeting.

10.

No. ____

MANAGER

You call the specialist at Head Office to confirm the time of the group meeting.

11.

No. ____

COMPUTER SPECIALIST

You receive a call from the manager of the Calgary office.

Act 2 The Visit to the Calgary Office

Scene 1 In the reception area of the Calgary office.

The computer specialist arrives for the meeting.

12.

No. ____	COMPUTER SPECIALIST
<p>You arrive at the Calgary office. In the reception area, you bump into a former colleague of yours. You worked together in Montreal several years ago.</p> <p>Greet your former colleague and make small talk. Explain why you're in Calgary.</p> <hr style="border-top: 1px dashed black;"/> <p>Suggest you meet for lunch at 12:30.</p>	

13.

No. ____	FORMER COLLEAGUE
<p>In the reception area, you see someone you worked with in Montreal several years ago.</p> <p>Greet him/her. Express surprise and make small talk.</p> <hr style="border-top: 1px dashed black;"/> <p>Agree to go to lunch and suggest where to meet.</p>	

14.

No. ____	COMPUTER SPECIALIST
<p>You go to the manager's secretary.</p> <p>Tell him/her who you are.</p>	

15.

No. ____

SECRETARY

Call your boss on the intercom.

Announce the arrival of the computer specialist.

16.

No. ____

MANAGER

You receive a call on the intercom.

Ask your secretary to show the computer specialist in.

17.

No. ____

SECRETARY

Show the computer specialist into your boss's office.

Scene 2 In the manager's office.

The meeting begins.

18.

No. ____

MANAGER

Welcome the computer specialist
and make small talk.

Offer coffee.

19.

No. ____

COMPUTER SPECIALIST

Accept the offer of coffee.

Make small talk.

20.

No. ____

MANAGER

The assistant manager and the
personnel supervisor arrive at
your office.

Welcome them in.

Make introductions.

21.

No. ____

ASSISTANT MANAGER

It's now time for the meeting. You and the personnel supervisor arrive at the manager's office for the meeting.

Greet the manager and the computer specialist.

Make small talk.

22.

No. ____

PERSONNEL SUPERVISOR

It's now time for the meeting. You and the assistant manager arrive at the manager's office for the meeting.

Greet the manager and the computer specialist.

Make small talk.

23.

No. ____

MANAGER

Ask the computer specialist to begin the meeting.

24.

No. ____

COMPUTER SPECIALIST

Begin the meeting.

Explain that you are particularly interested in identifying problem areas in the new computer system.

25.

No. ____

SECRETARY

Interrupt the meeting. You have an urgent message for your manager:

There's been an accident on the construction site. Bill Daniels, the project engineer is on the phone now and he wants to speak to the manager.

26.

No. ____

MANAGER

Explain that you have to leave the meeting right away.

Suggest that the meeting continue without you.

27.

No. ____

COMPUTER SPECIALIST

Tell the manager you'll see him/her later on.

_____ **It's an hour later.** _____

End the meeting.

28.

No. ____

PERSONNEL SUPERVISOR

Suggest you have lunch together.

29.

No. ____

COMPUTER SPECIALIST

Decline the invitation and give a reason.

Suggest you have lunch together on your next visit.

Thank the participants for attending the meeting.