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INTERFACE CANADA

Student's Book 1

Revised Edition

Canada 

INTERFACE ***CANADA***

Student's Book 1

by

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UNIT 1

TALKING ABOUT YOURSELF

STUDY

INTRODUCING YOURSELF

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

Brenda Murphy.

RESPONDING

Pleased to meet you. I'm
Richard Garneau.

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

TALKING ABOUT YOURSELF

My name's _____

I'm a/an _____

I work for _____

I live in _____

I'm from _____



PRACTICE

P=1 LISTEN / WRITE



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

1. _____ Lucille Tremblay. _____
a clerk with National Defence. _____ Montréal.
2. _____ David Turner. _____ for
General Computers. _____ an auditor. _____
in Ottawa.
3. _____ Cynthia Kim. _____ a
translator with the government. _____ Alberta
originally, but now _____ in Ottawa.
4. _____ Kurt Becker. _____ a
bank manager. _____ at the Savings Bank downtown.
5. _____ Melissa Robbins. _____ a
model. _____ for a fashion magazine and _____
in New York.

P=2= WRITE / SPEAK

To practise introducing yourself and talking about yourself.

A. Complete the conversations in the spaces provided.

1.

Hello, _____
Janice Gilbert.

What do you do, Don?

Pleased _____
_____ Don Rivers.

training officer.

2.

the federal government.

No, _____
Hull.

Do you live in
Ottawa?

3.

And where are
you from?

Toronto.

Do you work in
Toronto?

Yes, _____
an investment company.

4.

plant supervisor.

Who do you work for?

_____ United
Brands. What about you?

_____ Alberta
Life Insurance in Red Deer.

5.

Philip Murray.

Chicago. And you?

____ you. ____
Vincent Fuentes. Where're
you from, Philip?

Mexico.

6.

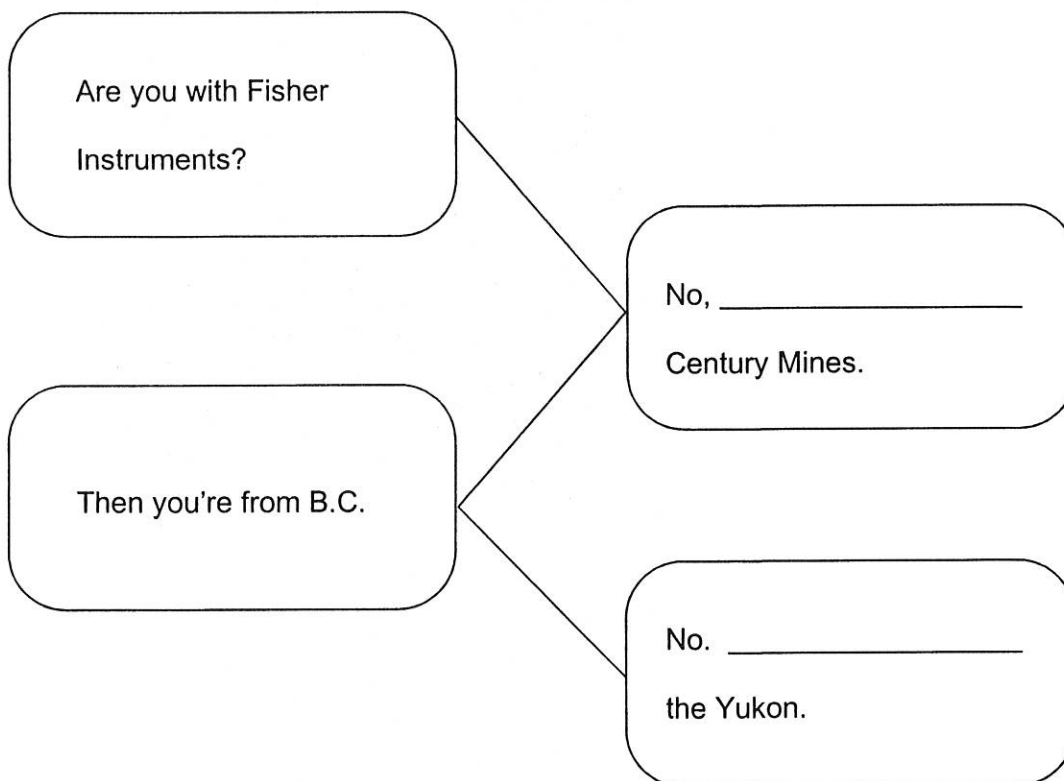
Oh, you're from Manitoba
too. _____ Jack.

Where do you work,
Bill?

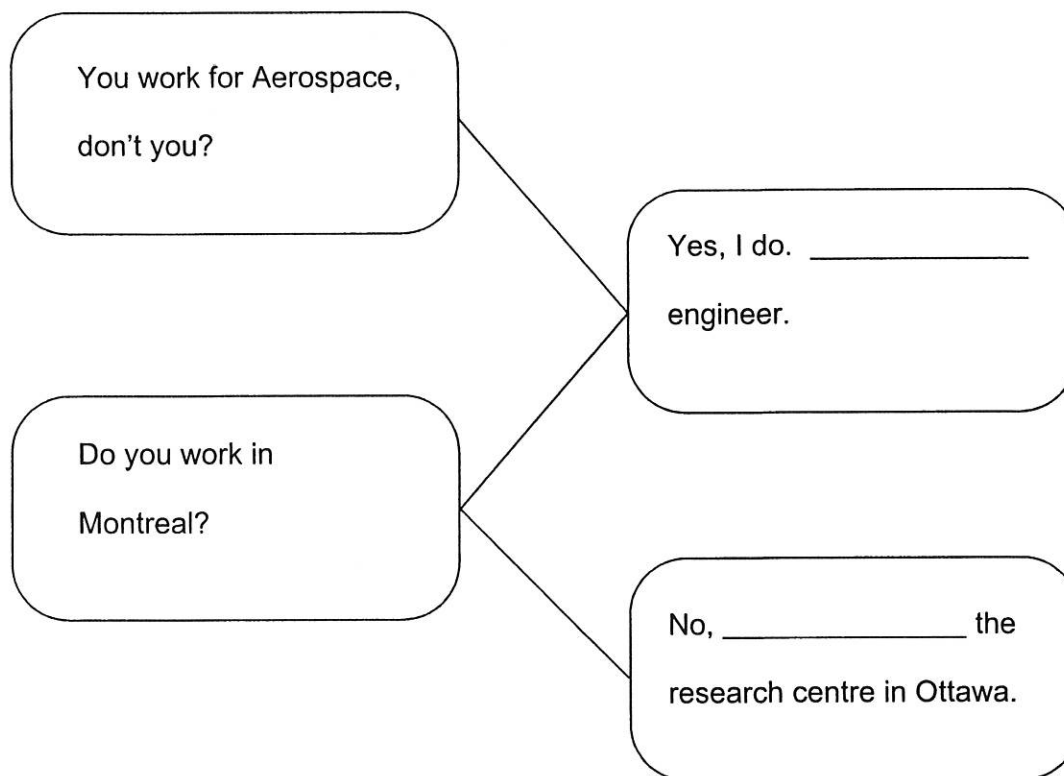
Hi Jack. _____
Bill Striker.

Agriculture Canada.

7.



8.



B. Work with a partner.

Practise your corrected conversations and those of your partner.

UNIT 2

OCCUPATIONS AND PROFESSIONS

GETTING STARTED

1

Saying What Someone's Occupation Is

1.

John

clerk

2.

Diane and Eric

doctors

3.

I

auditor

4.

you

English teacher

5.

they

secretaries

6.

she

supervisor

7.

Barbara

engineer

8.

we

students

9.

Mike

electrician

10.

Anita

receptionist

Asking and Saying What Someone's Occupation Is

CONVERSATION 1

A: _____ lawyers?

B: Yes, they are.

CONVERSATION 2

A: _____ an accountant?

B: Yes, she works on the sixth floor.

CONVERSATION 3

A: _____ an orderly. He's a nurse.

B: _____ a nurse too?

CONVERSATION 4

A: _____ pilots, are they?

B: No, they're flight attendants.

CONVERSATION 5

A: _____ a language teacher?

B: No, _____ I'm the secretary here.

CONVERSATION 6

A: _____ evening or day students?

B: We're evening students.

STUDY

SAYING WHAT SOMEONE'S OCCUPATION IS

Indefinite Article, "a/an"	Plural of Nouns
----------------------------	-----------------

Use "a" before consonant sounds.

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

Use "an" before vowel sounds.

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

General rule: Add "s" or "es"

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

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

OCCUPATIONS AND PROFESSIONS

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

PRACTICE

P=1 WRITE

To practise the vocabulary for occupations and professions.

Here are some places where people work.

For each place:

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

Add any other occupations you can think of.

1.

OFFICE

2.

HOSPITAL

3.

RESTAURANT

4.

HOTEL

5.

BANK

6.

SUPERMARKET

7.

NEWSPAPER

8.

SCHOOL

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

P=2= WRITE / SPEAK

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

Ask what someone's occupation is

Respond

1.

_____ really a police officer?

cue: you

cue: I

2.

_____ an interior decorator?

cue: she

No, _____
a fashion designer.
cue: she/not

3.

_____ both staffing officers?

cue: you

Yes, _____

cue: we

4.

_____ a musician?

cue: Anthony

Yeah, _____ the
drummer for the Four Steps.
cue: he

Ask what someone's occupation is

Respond

5.

both photographers?

cue: they

No, Susan is, but _____

cue: Terry/not

6.

a stock broker?

cue: Lois Wong

Yes, _____

cue: she

7.

computer operators?

cue: Don and Sarah

No, _____

They're programmers.

cue: they

8.

a news announcer?

cue: Ted

No, _____

a talk show host.

cue: he

B. Work with a partner.

Practise your corrected conversations and those of your partner.

UNIT

3

SAYING WHAT THINGS ARE

STUDY

ASKING WHAT SOMETHING IS

What's this?
What's that?

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

RESPONDING

It's
That's
This is

a notebook.

ASKING WHAT SOMETHING IS

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

Do you know what these are?

RESPONDING

They're
Those are
These are

paper clips.

Yes, they're memo pads.

No, I don't (know).

Demonstrative Pronouns		
	Singular	Plural
Near	this	these
Far	that	those

ITEMS FOUND IN THE OFFICE OR CLASSROOM

Supplies

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

Furniture

bookcase
coat rack
desk
filing cabinet
shelf

Equipment

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

Other

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




PRACTICE

P=1 WRITE / SPEAK

A. Read the SITUATION:

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

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

	Ask what things are	Respond	Cues
1.	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 100px;"><div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div>over there?</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 100px;"><div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div><div style="border-bottom: 1px solid black;"></div></div>	
2.	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 100px;">Are <div style="border-bottom: 1px solid black; display: inline-block; width: 100px;"></div> pens or pencils?</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 100px;"><div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div><div style="border-bottom: 1px solid black;"></div></div>	
3.	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 100px;"><div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div><div style="border-bottom: 1px solid black;"></div>in English?</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; min-height: 100px;"><div style="border-bottom: 1px solid black; margin-bottom: 10px;"></div><div style="border-bottom: 1px solid black;"></div></div>	

Ask what things are

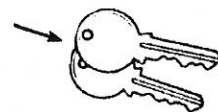
Respond

Cues

4.

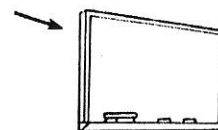
Do you know _____

Yes, _____



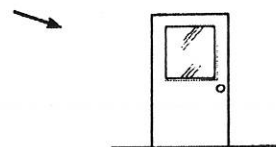
5.

called?



6.

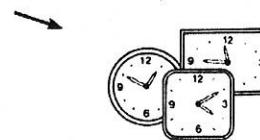
And _____



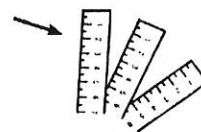
7.

Are those watches?

No, _____



8.



Ask what things are

Respond

Cues

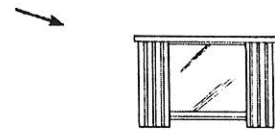
9.

_____ know



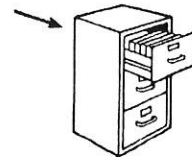
10.

over there?



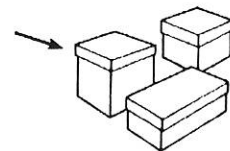
11.

called?



12.

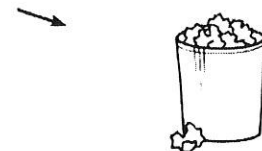
And what _____



13.

Do you know _____

Yes, _____



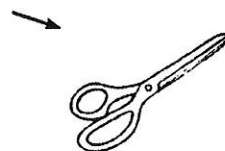
Ask what things are

Respond

Cues

14.

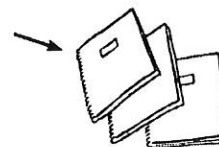
those?



15.

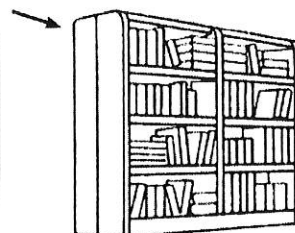
Are these books?

No, _____



16.

What _____



B. Work with a partner.

Practise the conversations in Part A.

For each number:

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

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

Switch roles after Number 8.

P=2= SPEAK Work with a partner.

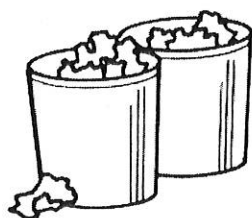
For each number:

S1 – Ask what things are.

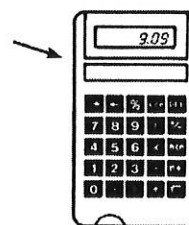
S2 – Respond.

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

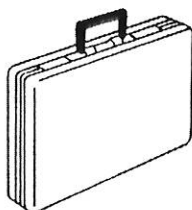
1. →



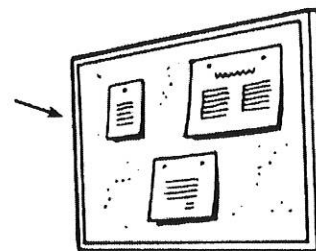
2.



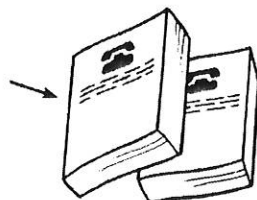
3. →



4.



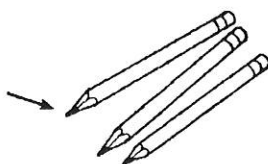
5.



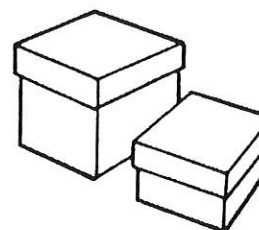
6. →



7.

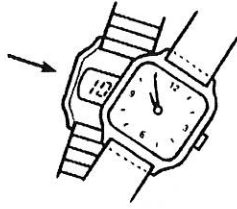


8. →



Switch roles.

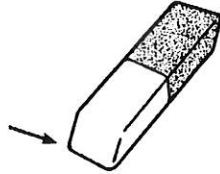
9.



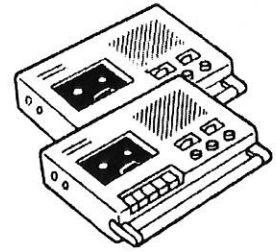
10.



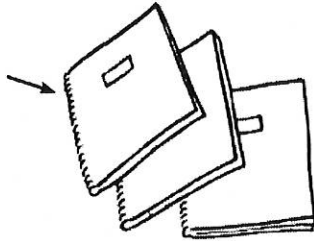
11.



12.



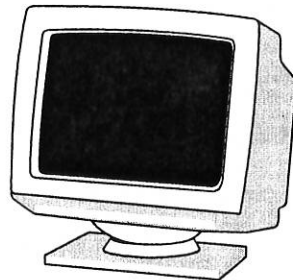
13.



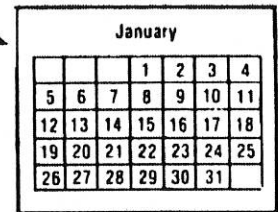
14.



15.



16.

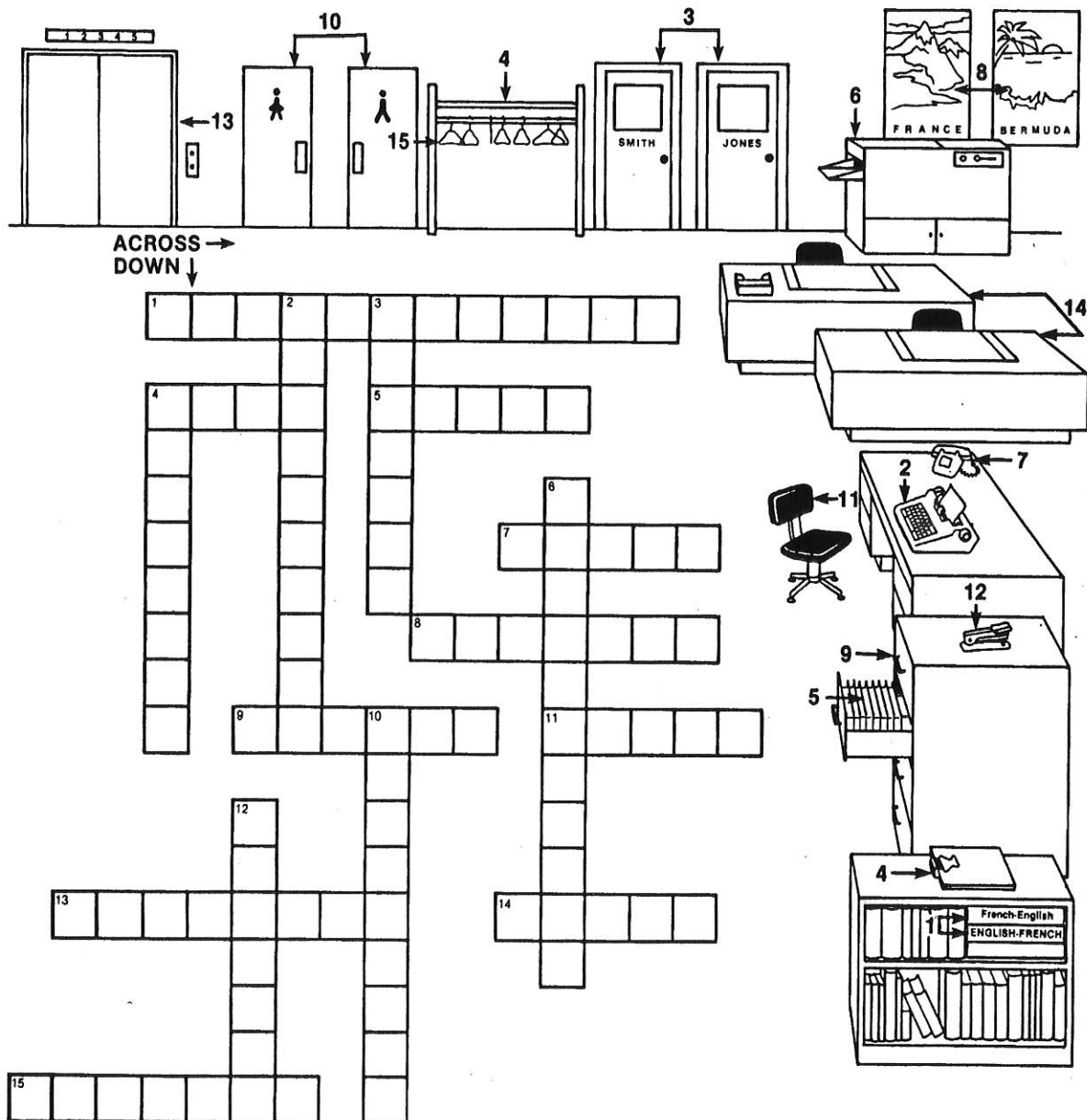


P=3=

CROSSWORD PUZZLE

To practise office vocabulary.

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



UNIT 4

EXPRESSING POSSESSION

GETTING STARTED

Possessive Adjectives and Possessive Pronouns

	Cues
1) That's _____ stapler.	you
2) _____ desk is over by the window.	he
3) The dictionary on the table is _____	I
4) It isn't Margaret's. _____ is red and black.	she
5) The large room is _____ and the smaller one is _____	we they
6) _____ briefcase has a combination lock.	I
7) That's not _____ car.	they
8) _____ contract is not valid.	you and I
9) This copy is _____ _____ is in the mail.	he / you
10) _____ cassette is blank.	she

STUDY

Verb "to have"

I have	a tape-recorder.
You have	
He has	
She has	
We have	
You have	
They have	

Possessive Adjectives

It's my	tape-recorder.
It's your	
It's his	
It's her	
It's our	
It's your	
It's their	

Possessive Pronouns

It's mine.
It's yours.
It's his.
It's hers.
It's ours.
It's yours.
It's theirs.

Possessive Forms of Nouns

With singular nouns, add **apostrophe "s"**.

the **secretary's** desk
Mr. Carling's phone

With plural nouns, add only an **apostrophe**.

the **employees'** lounge
the **Wilson's'** car

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

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

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

PRACTICE

P=1 LISTEN / WRITE / SPEAK

To practise the language for expressing possession.



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

1.

A: The Carusos _____ a nice house.	B: Yeah, I especially like _____
---------------------------------------	-------------------------------------

2.

A: Is Alan in yet?	B: Yeah, he's in _____ _____
--------------------	---------------------------------

3.

A: Oh, I usually take care of the garden.	B: Well, not me. _____ works in _____ That's _____
--	--

4.

A: What a beautiful car!	B: Yeah, it is, isn't it? It's _____
--------------------------	---

5.

A: _____ delicious.	B: Thanks, but it's really _____
------------------------	-------------------------------------

6.

A: Are these _____ _____	B: No. _____ are over there.
-----------------------------	---------------------------------

7.

A: I'm sure the Dobson file is in _____	B: Ah. You're right. Here it is.
--	-------------------------------------

8.

A: Is Diana here?	B: I think so. _____ in the parking lot.
-------------------	---

9.

A: O.K., the conference room is free.	B: Good. We can start _____ _____ then.
--	--

10.

A: _____ _____ are both sick.	B: Oh, that's too bad. What do they have?
-------------------------------------	--

11.

A: Are you sure this is _____?	B: Yes. _____ his initials on it.
-----------------------------------	--------------------------------------

12.

A: Is that my manual?	B: No, this is _____ I put _____ on your desk.
-----------------------	--

B. Work with a partner.

Practise the conversations with your partner.

P=2= WRITE / SPEAK

To practise expressing possession.

In this practice, you will:

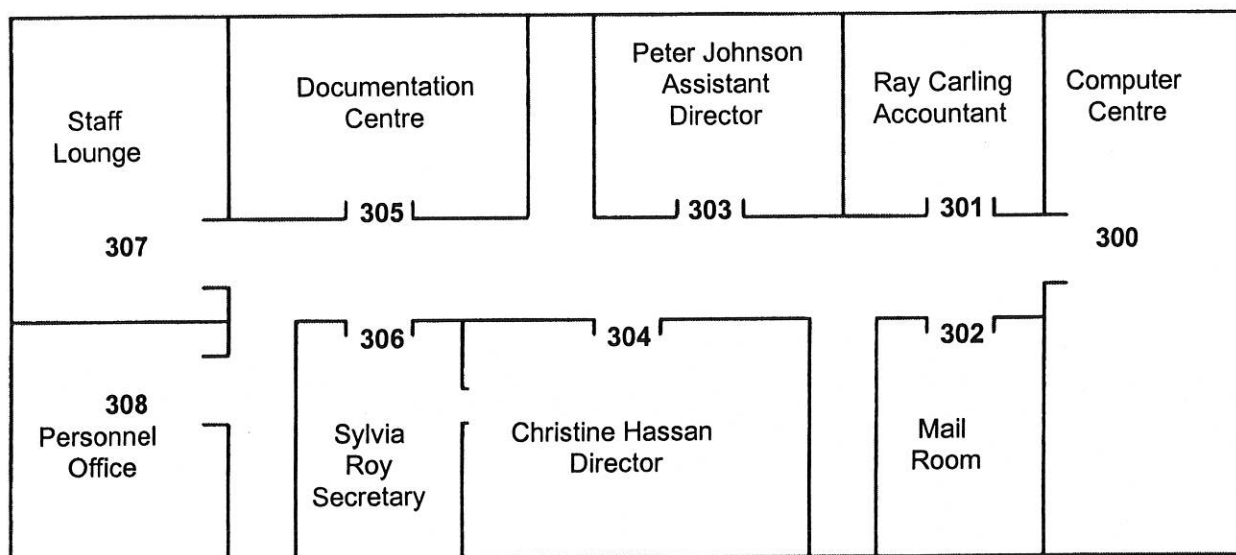
- look at the plan of someone's office (Part A)
- draw a plan of the place where you work (Part B)
- use this plan to "show someone around your office" (Part C)

A. Read the SITUATION:

Peter Johnson is showing a friend around the place where he works.

Look at the plan of the place where Peter works.

WHERE PETER JOHNSON WORKS



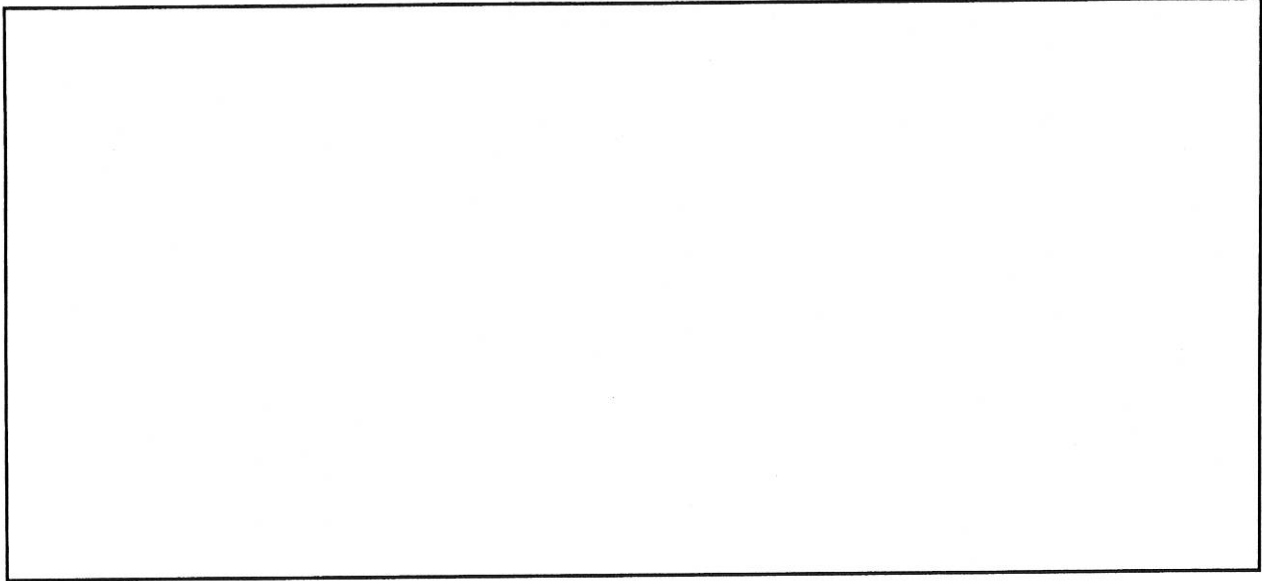
For each room number in the chart below:

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

Room number	What Peter says
300	This is _____ computer centre.
301	And that's Mr. Carling's office. He's _____ accountant.
302	Here's _____ mail room.
303	And that's _____ office, next to Mr. Carling's.
304	This is _____ office. She's _____ boss.
305	_____ documentation centre is here, across from _____ office.
306	This office is _____ She's _____ secretary.
307	And this is _____ staff lounge.
308	_____ personnel office is over there on your left.

B. Draw a plan of the place where you work.

Where I Work



C. Work with a partner.

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

P=3= SPEAK

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

Work with a partner.

Role play the following situation:

S1 – You are a new student at the school.

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

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

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

Switch roles and repeat the role play.

UNIT 5

ALPHABET AND SPELLING

GETTING STARTED

1

Pronouncing the Letters of the Alphabet

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

2

Troublesome Letters

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

3**Spelling Your Name****CONVERSATION 1**

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

CONVERSATION 2

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

CONVERSATION 3

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

CONVERSATION 4

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

4**Spelling Names**

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

S2 – Respond using the names provided.

Switch roles after Number 3.

Cues**S1**

1. spell/last name?
2. with a V as in Vincent?
3. Andersen with an E?
4. spell/first name?
5. Grey with an E?
6. Reed with a double E?

S2

1. Laura Brennan
2. Carmen Vargas
3. Jennifer Anderson
4. Domenic Valentino
5. Joseph Gray
6. Henry Reed

STUDY

THE ALPHABET

Aa Bb Cc Dd Ee Ff Gg Hh Ii

Jj Kk Ll Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww Xx Yy Zz

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

How do you spell your last name?

Can you spell your first name, please?

Is that Rossy with a Y?

(With a) B as in Barbara?

RESPONDING

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

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

Yes. It is.

No. V as in Vincent.

PRACTICE

P 1 WRITE / SPEAK

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

A. Write the abbreviations for the following:

Canadian Broadcasting Corporation	_____
Medical Doctor	_____
British Columbia	_____
Prince Edward Island	_____
Répondez s'il-vous-plaît	_____
Registered Nurse	_____
Cash on Delivery	_____
Royal Canadian Mounted Police	_____
Young Men's Christian Association	_____
United States of America	_____

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

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

P=2= SPEAK / LISTEN

To practise saying and spelling names.

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

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

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

P=3= SPEAK Work with a partner.

To practise spelling names.

Read the SITUATION:

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

Roles: S1 – p. 45

 S2 – p. 46

S1

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

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

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

1.	<div style="border: 1px solid black; width: 200px; height: 60px;"></div>	2.	<div style="border: 1px solid black; width: 200px; height: 60px;"></div>
3.	<div style="border: 1px solid black; width: 200px; height: 60px;"></div>	4.	<div style="border: 1px solid black; width: 200px; height: 60px;"></div>
5.	<div style="border: 1px solid black; width: 200px; height: 60px;"></div>	6.	<div style="border: 1px solid black; width: 200px; height: 60px;"></div>

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

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

1. Stephen Connors
2. Vivian Barrett
3. Patricia MacDonald
4. Brian Mitchell
5. Harvey Brooks
6. Rosemary Bloomfield

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

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

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

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

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

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

1.

3.

5.

2.

4.

6.

A. PREPARING YOUR WORD LIST

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

You can use the dictionary to check the spelling.

B. PRACTISING FOR THE SPELLING BEE

Work with a partner.

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

S2 – Spell S1's words.

Switch roles and repeat.

C. THE SPELLING BEE

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

UNIT 6

SOCIAL EXPRESSIONS

GETTING STARTED

1

Saying Hello

1.

Hello, Pete.

2.

Hi. How're
you doing?

3.

How're things?

4.

Hi, Janet.
How's it going?

2

Saying Hello and Responding

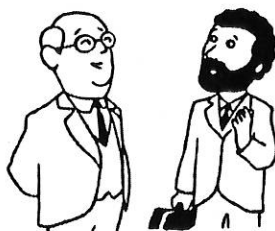
Practise the conversations above.

S1 – Say hello.

S2 – Respond.

Switch roles and repeat.

3 Saying Goodbye



1.

Goodbye

2.

See you later.

3.

Bye, Ralph.
Have a nice weekend.

4.

See you tomorrow.

4

Saying Goodbye and Responding

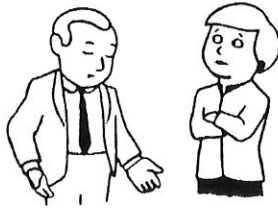
Practise the conversations above.

S1 – Say goodbye. S2 – Respond.

Switch roles and repeat.

5

Saying You're Sorry



1.

Sorry.

2.

Oh, excuse me.

3.

Pardon me.

4.

I'm sorry.

6

Saying You're Sorry and Responding

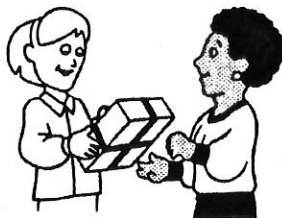
Practise the conversations above.

S1 – Say you're sorry.

S2 – Respond.

Switch roles and repeat.

7 Saying Thank You



1.

Thank you.

2.

Thanks a lot.

3.

Thanks.

4.

Thank you very much.

8 Saying Thank You and Responding

Practise the conversations above.

S1 – Say thank you. S2 – Respond.

Switch roles and repeat.

STUDY

SAYING HELLO

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

Hello, Charles. Hi. How're things?

How're you doing? Not bad.

How's it going? Pretty good. Yourself?

SAYING GOODBYE

Goodbye. See you.

See you later. Bye. Have a good day.

Have a nice weekend. Thanks. You too.

See you tomorrow. O.K. Bye.

SAYING YOU'RE SORRY

I'm sorry. No problem.

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

Pardon me. That's all right.

Sorry. That's O.K.

SAYING THANK YOU

Thank you. You're welcome.

Thanks a lot. You're very welcome.

Thanks. Don't mention it.

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

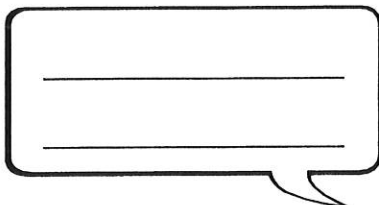
PRACTICE

P1 WRITE / SPEAK

To practise using social expressions.

A. Complete the conversations.

1.

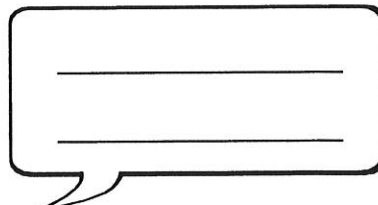


No problem.

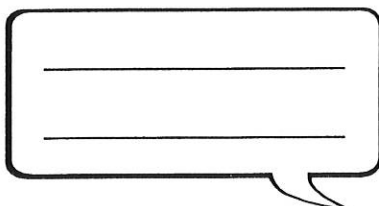
It's O.K.

2.

See you tomorrow.



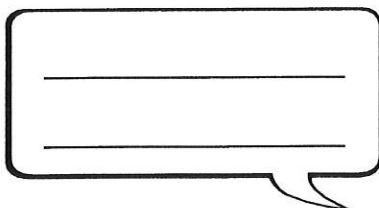
3.



Thanks.

You too.

4.



Not bad, thanks.

5.

Thanks a lot.

6.

How are
you today?

7.

Don't mention it.

8.

Oh, sorry.

B. Work with a partner.

Practise your corrected conversations and those of your partner.

P=2= LISTEN / WRITE / SPEAK

A. You will hear different people using social expressions.

For each number:

Listen to the speaker and write down an appropriate response.

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

B. Work with a partner.

For each number:

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

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

Switch roles and repeat the conversations.

1. Hi. How are you?

6. See you.

2. Excuse me. I'm sorry.

7. Thanks a lot.

3. Hello. How are you doing?

8. Oh, I'm so sorry.

4. Bye. Have a nice day.

9. Hi. How's it going?

5. Thank you very much.

10. See you later.

P=3= SPEAK Work with a partner.
To practise using social expressions and responding.

Role play the following situations.

S1 begins.

SITUATION 1

At work.

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

S2 – You're the colleague.

SITUATION 2

At work.

S1 – You're a manager.
You're leaving to go home.

S2 – You're the manager's
assistant.

SITUATION 3

At the doctor's office.

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

S2 – You're the receptionist.

SITUATION 4

At a bus stop.

S1 – You arrive and greet a
neighbour.

S2 – You're the neighbour.

SITUATION 5

In a restaurant.

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

S2 – You're the customer.

Switch roles.

SITUATION 6

At the entrance to a building.

S1 – You arrive at the door
carrying heavy packages.

S2 – You hold the door open.

SITUATION 7

At the airport.

S1 – You're leaving on a trip.

S2 – You're a friend.

SITUATION 8

On a busy street at lunchtime.

S1 – You meet a friend.

S2 – You're the friend.

SITUATION 9

At home.

S1 – You're leaving for work.

S2 – You're having breakfast.

SITUATION 10

On the dance floor.

S1 – You step on your partner's
toes.

S2 – You're the partner.

UNIT 7

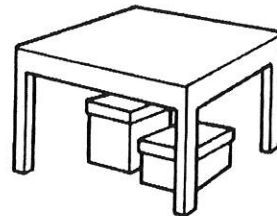
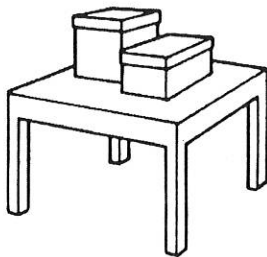
SAYING WHERE THINGS ARE

GETTING STARTED

1

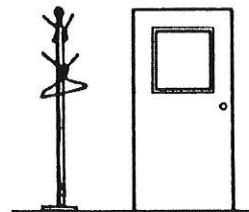
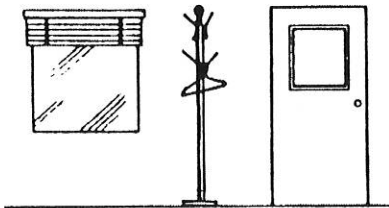
Prepositions of Place

1.



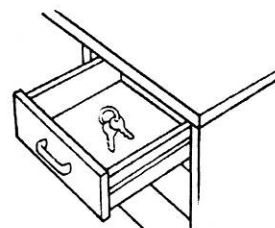
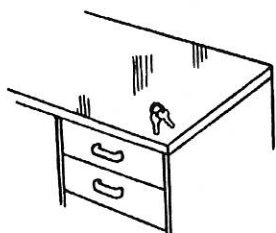
boxes?

2.



coat tree?

3.



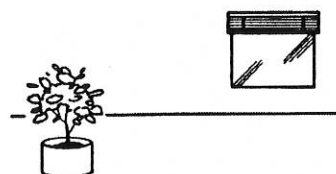
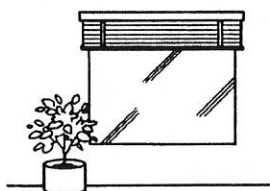
keys?

4.



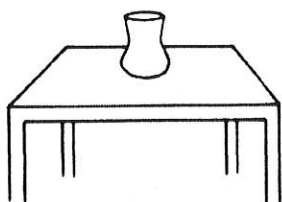
car?

5.



plant?

6.



vase?

2

Asking and Saying Where Things Are

Classroom items	Where the items are
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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

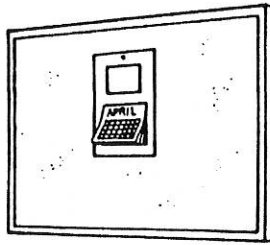
S2 – Say where the items are in the classroom.

Switch roles and repeat the role plays.

3 Checking Where Things Are

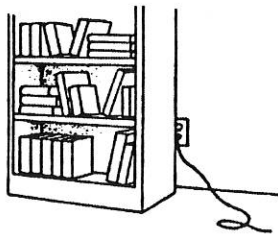
1. _____

 the bulletin board?



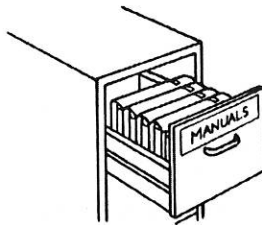
2. _____

 the chair?



3. _____

 the filing cabinet?



4. _____

 the elevators?



STUDY

ASKING WHERE THINGS ARE

Where's the new phonebook?

Where's the extra chairs?

RESPONDING

It's on Fred's desk.

They're in the basement.

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

CHECKING WHERE THINGS ARE

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

Are the boxes **beside** the bookshelf?

RESPONDING

Short answers with the verb "to be"

Yes, it is.

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

Yes, they are.

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

PRACTICE

P1 LISTEN / SPEAK

To practise the language for saying where things are.



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

For each number:

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

Write your answer in the first column of the chart.

Listen again and complete the chart.

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

What is the item?	Where is the item?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

B. Work with a partner.

For each number:

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

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

Switch roles after Number 4.

Cues for S1

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

Switch roles

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

P=2= SPEAK Work with a partner.

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

Roles: S1 – p. 71

S2 – p. 73

S1

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

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

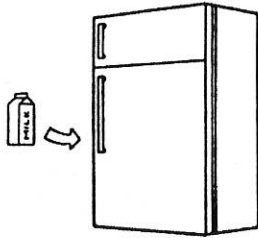
Cues	Where are the items?
1. dictionaries?	_____
2. receipt?	_____
3. cassette/ on the desk?	_____
4. detergent/ under the sink?	_____
5. mailbox?	_____
6. wastebasket?	_____
7. rug/ in the middle of the room?	_____
8. memo/ in the file?	_____

Compare your answers with your partner's pictures.

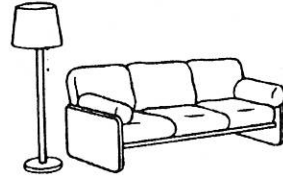
S1

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

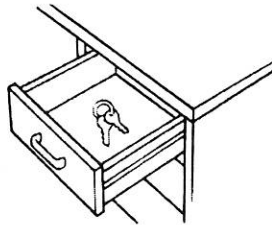
1.



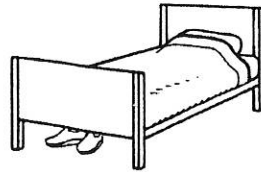
2.



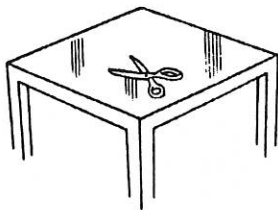
3.



4.



5.



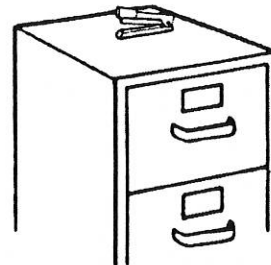
6.



7.

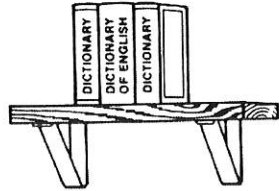


8.



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

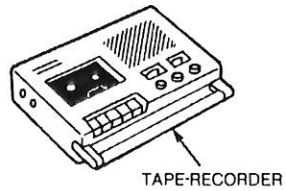
1.



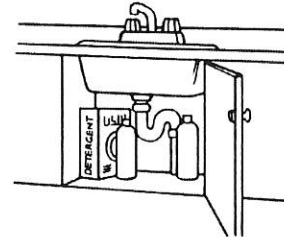
2.



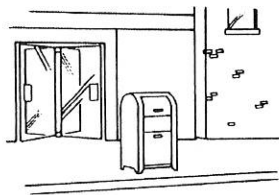
3.



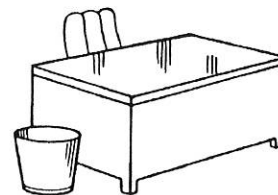
4.



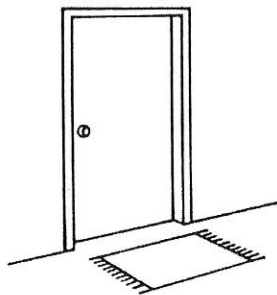
5.



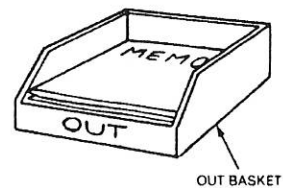
6.



7.



8.



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

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

Cues	Where are the items?
1. milk?	<hr/>
2. lamp near the T.V.?	<hr/>
3. keys?	<hr/>
4. shoes?	<hr/>
5. scissors/ on the desk?	<hr/>
6. boxes / beside the photocopier?	<hr/>
7. car?	<hr/>
8. stapler/ on Gail's desk?	<hr/>

Compare your answers with your partner's pictures.

P=3= *Fill the Room*

To practise asking and saying where things are.

Roles: S1 – p. 75

S2 – p. 77

S1

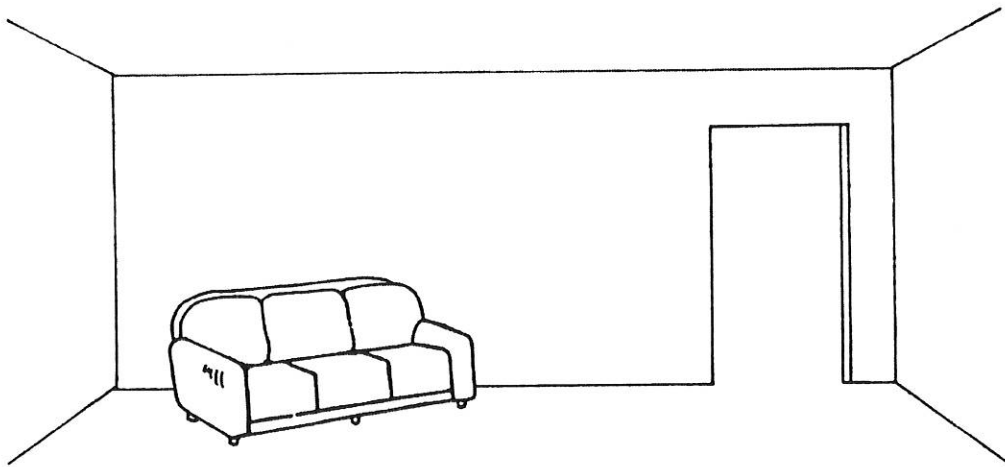
A. For each item listed below:

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

**bookcase
coffee table**

**lamp
magazines**

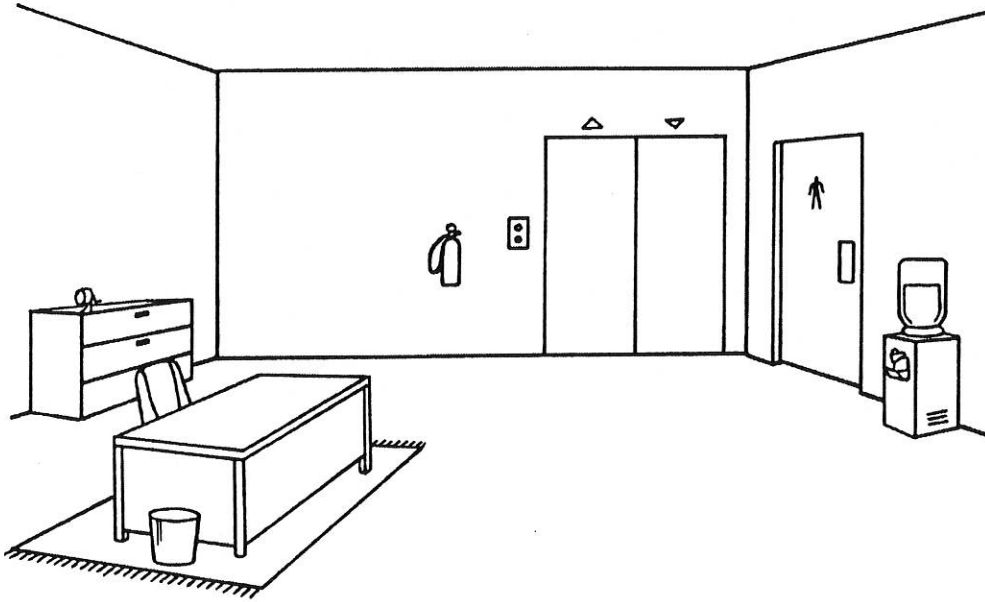
**newspaper
television**



Compare your picture with your partner's picture.

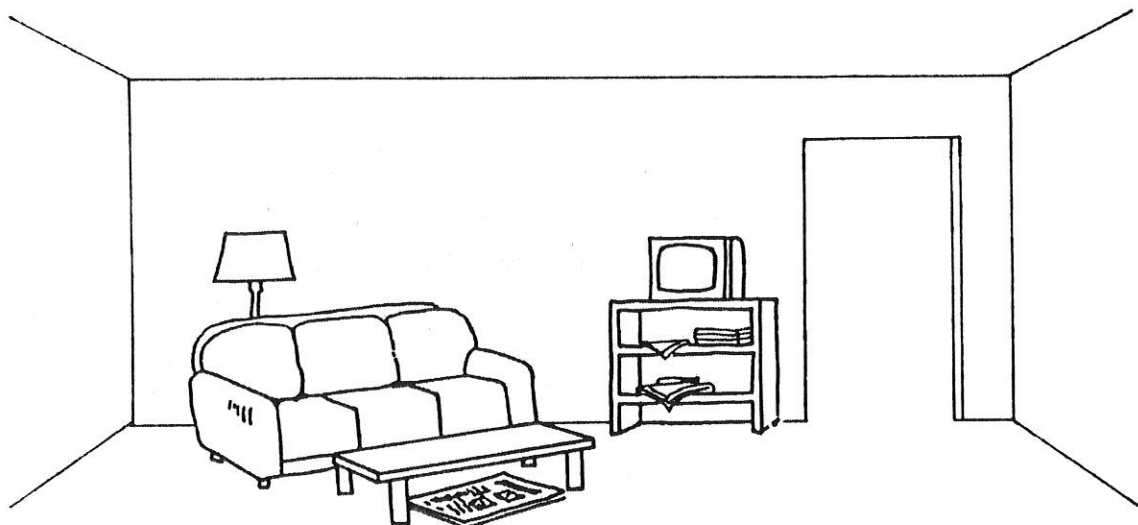
S1

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



Compare your picture with your partner's picture.

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



Compare your picture with your partner's picture.

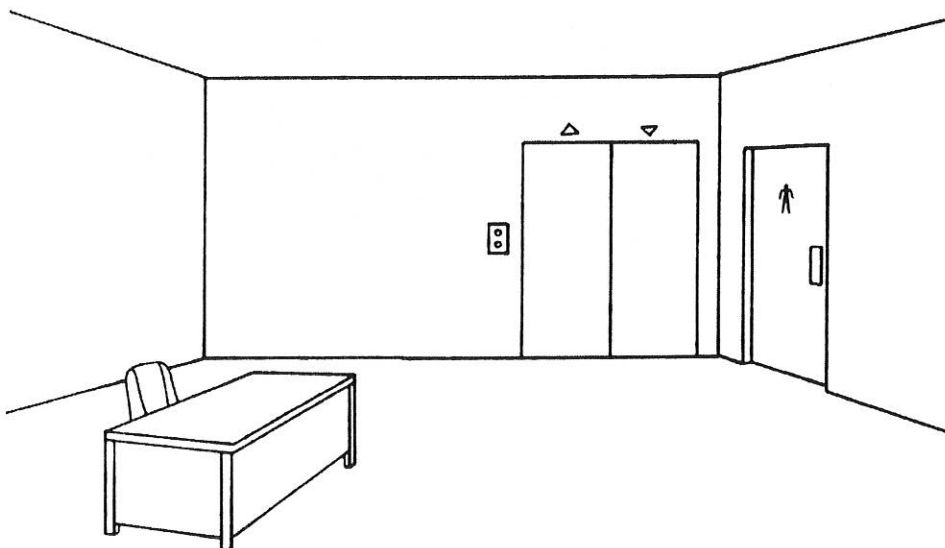
- B. For each item listed below:

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

filing cabinet
fire extinguisher

pencil sharpener
rug

water cooler
wastebasket



Compare your picture with your partner's picture.

UNIT

8

PHONING SOMEONE

GETTING STARTED

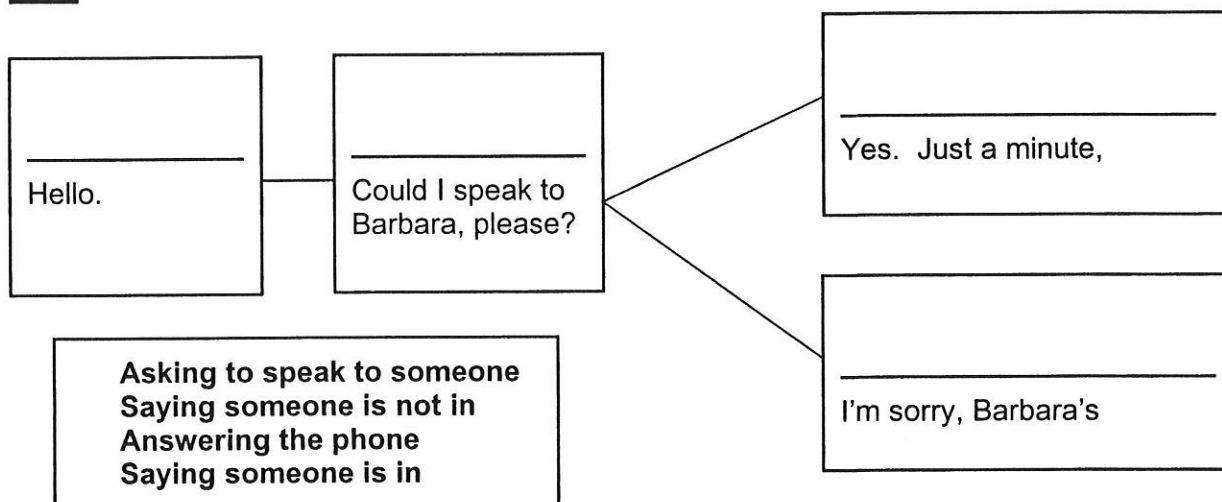
1

Asking for and Saying Phone Numbers

Name	Home Phone Number	Office Phone Number

2

Phoning Someone



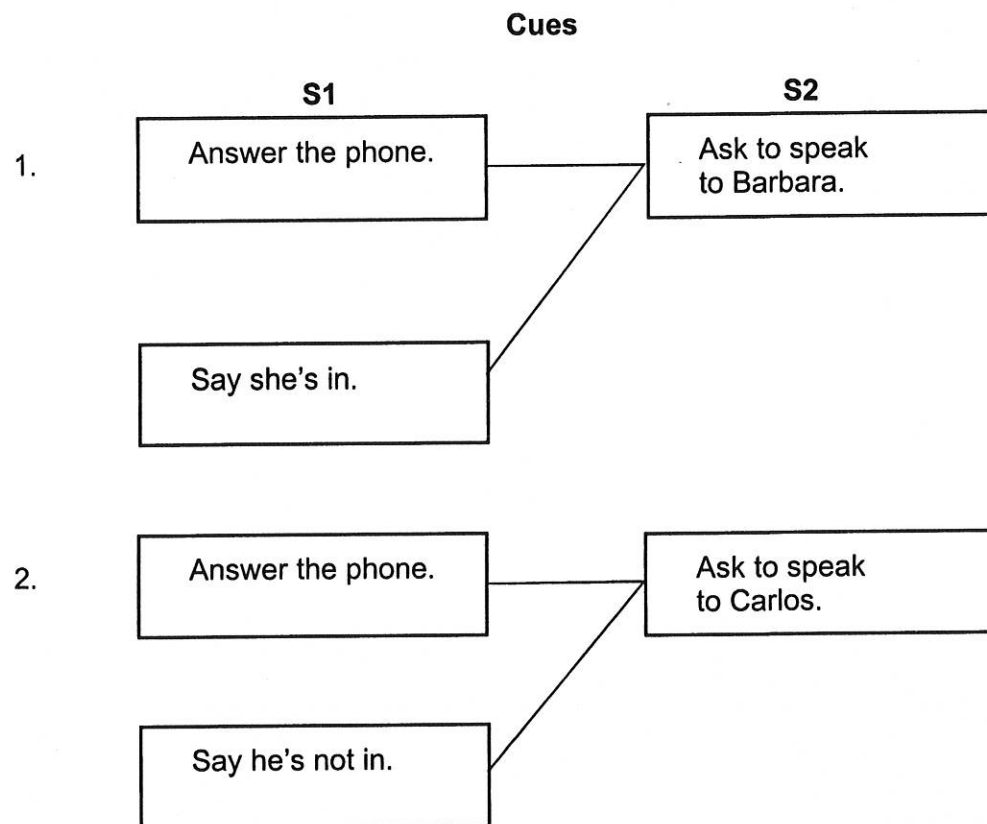
3**Phoning Someone**

For each number:

S1 – Answer the phone using the cues provided.

S2 – Make a telephone call using the cues provided.

Switch roles and repeat the role plays.



STUDY

NUMBERS

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

ASKING FOR PHONE NUMBERS

What's your phone number?
 What's your phone number at home?

What's your phone number at | work?
 | the office?

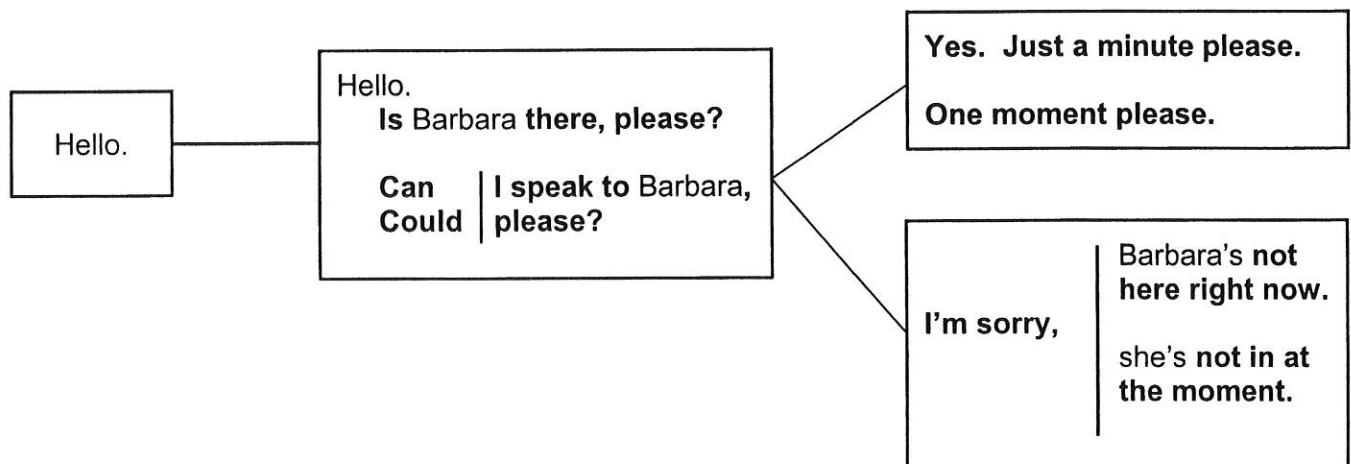
Do you | know | Steve's phone number?
 | have

PHONING SOMEONE

Answering
the Phone

Asking to Speak to Someone

Responding



PRACTICE

P=1 LISTEN / WRITE / SPEAK



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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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

1.

A: Jeff, _____ Robert's phone number?

B: Yeah, it's 347-9531.

A: 347-95 . . . ?

B: 9531.

A: Thanks.

2.

A: Is this 249-1037?

B: Yes, it is.

A: _____ Shirley, please?

B: Just a minute.

3.

A: What's Judy's _____ ?

B: I think it's 489-7297.

A: 7-2-9-7. O.K. Thanks.

4.

A: 548-3217. Is that your _____ ?

B: No, that's my home phone number.

- 5.
- A: _____ phone number?

B: It's 572-5542.

A: 572-5542. O.K.

- 6.
- A: Is Ann's number at work 433-1122?

B: No, _____

C. Work with a partner.

Practise the conversations with your partner.

P=2= WRITE / SPEAK

A. Write the telephone conversations using the cues provided.

Ask to speak to someone

Respond

1.

cue: Eugene

cue: Eugene's not in.

2.

cue: Ken

cue: Ken's not in.

Ask to speak to someone

Respond

3.

cue: Wendy

cue: Wendy's in

4.

cue: Margaret

cue: Margaret's in.

5.

cue: Winston

cue: Winston's in.

6.

cue: Elizabeth

cue: Elizabeth's not in.

B. Work with a partner.

Practise your corrected conversations and those of your partner.

P=3 **SPEAK** Work with a partner.
To practise asking for phone numbers.

Roles: S1 – p. 87

S2 – p. 88

S1

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

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

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

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

S2

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

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

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

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

UNIT

9

GETTING TO KNOW SOMEONE

GETTING STARTED

1

Getting to Know Someone

OCCUPATION

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

EMPLOYER

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

RESIDENCE

8. A: Do you live in Halifax?

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

9. A: Where do you live?

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

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

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

2

Responding

CONVERSATION 1

A: I work for Consumer Affairs.

B Really, what do you do there?

A: Well, _____ assistant manager in the quality control division.

CONVERSATION 2

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

B: _____ sales representative.

CONVERSATION 3

A: Where do you work?

B: _____ accounting firm.

CONVERSATION 4

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

B: No, _____ them anymore. I'm with the federal government now.

CONVERSATION 5

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

B: _____

CONVERSATION 6

A: Where do you live?

B: _____ near City Hall.

CONVERSATION 7

A: Don't you live in an apartment?

B: No, _____ in an apartment. I live in a townhouse.

CONVERSATION 8

A: Do you live near the airport?

B: _____ I live downtown.

3

Getting to Know Someone

Role play the SITUATION:

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

Ask each other questions about:

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

STUDY

GETTING TO KNOW SOMEONE

ASKING ABOUT SOMEONE'S OCCUPATION

RESPONDING

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

I'm a technical analyst.

ASKING WHO SOMEONE WORKS FOR

RESPONDING

Do you work for the government?

Yes, I do.

Which department do you work for?
What

I work for External Affairs.
I'm with

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

I work for Empire Products.

ASKING WHERE SOMEONE LIVES

Do you live in Montréal?

Where do you live?

Where're you from?

RESPONDING

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

I live in Detroit.

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

SIMPLE PRESENT

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

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

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

PRACTICE

P=1 WRITE / SPEAK

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

1.

cues: where / live?

Oh, really? Are you
from there originally?

I live in Vancouver.

cue: Hong Kong

2.

What kind of work do
you do, Henry?

cues: where / work?

cue: plumber

3.

cues: live / Boston?

What part of town
do you live in?

Yes, I do.

near the river.
cues: live / Cambridge

4.

cues: where / from

Do you work for
the government?

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

cue: yes

5.

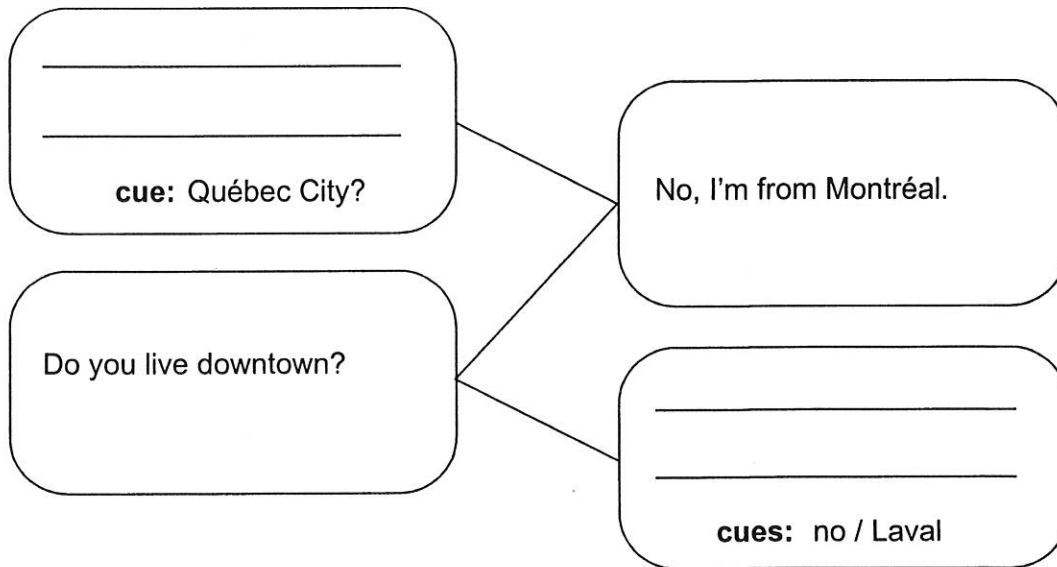
cues: branch / work?

Are you an instructor?

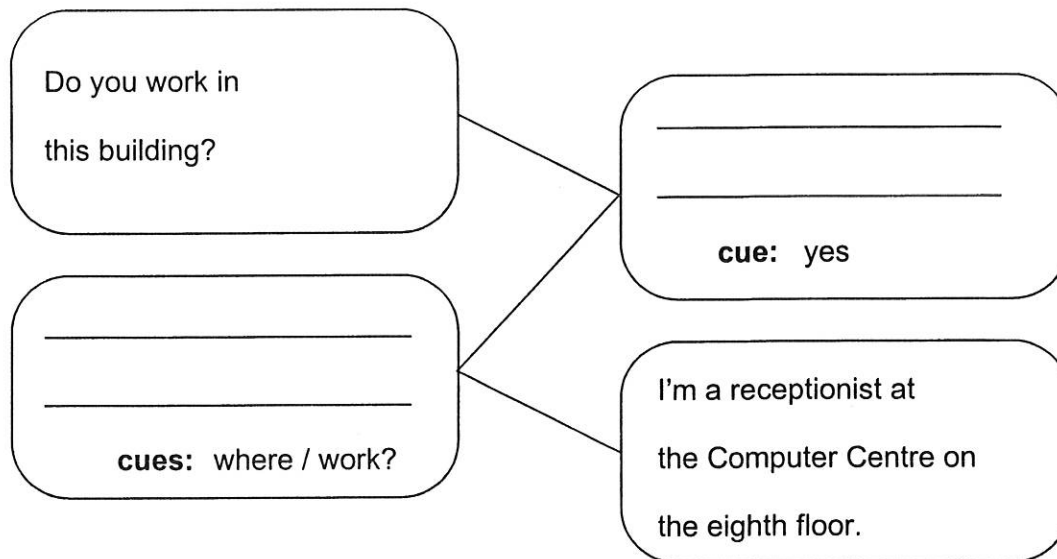
I'm with Staff
Development.

cues: no / secretary

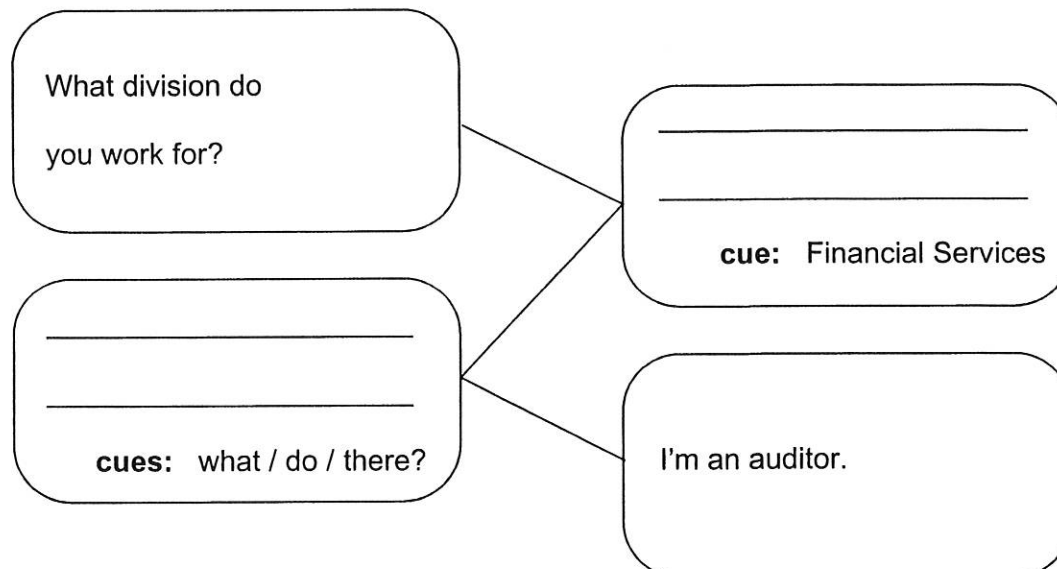
6.



7.



8.



B. Work with a partner.

Practise your corrected conversations and those of your partner.

P=2== LISTEN / WRITE / SPEAK

To practise the language for getting to know someone.



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

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

B. Work with a partner.

For each number:

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

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

Switch roles and repeat.

1. Where're you from?

6. Do you work downtown?

2. Where do you work?

7. Which department do you work for?

3. Are you a salesclerk?

8. Do you live in Montréal?

4. Are you from Alberta?

9. What do you do?

5. Where do you live?

10. Do you work for the provincial Government?

P=3= SPEAK

To practise the language for getting to know someone.

Read the SITUATION:

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

Introduce yourself using the role card your teacher gives you.

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

Name	Job	Employer	Where the person is from

UNIT 10

GIVING ADDRESSES

GETTING STARTED

1

STREET SIGNS

PEEL ST.

REDWOOD AVE.

KENMORE DR.

SOMERSET W.

CAVENDISH BLVD.

2ND AVE. N.

E. KING EDWARD

NORTHBANK RD.

LAKEVIEW CRES.

58 ST. S.W.

BARRINGTON PL.

CARTIER SQ.

2**SAYING ADDRESSES****NUMBERS**

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

3**GIVING YOUR ADDRESS****YOUR HOME ADDRESS**

What's your home address?

(It's)

What's your address at home?

What's your postal code?

YOUR WORK ADDRESS

What's your work address?

(It's)

What's your address at work?

4

ASKING FOR ADDRESSES AND RESPONDING

Name	Home address	Work address

STUDY

NUMBERS GREATER THAN TEN

11	eleven	20	twenty	29	twenty-nine
12	twelve	21	twenty-one	30	thirty
13	thirteen	22	twenty-two	31	thirty-one
14	fourteen	23	twenty-three	40	forty
15	fifteen	24	twenty-four	50	fifty
16	sixteen	25	twenty-five	60	sixty
17	seventeen	26	twenty-six	70	seventy
18	eighteen	27	twenty-seven	80	eighty
19	nineteen	28	twenty-eight	90	ninety

100	a/one hundred	1 000* \$1,000^o	a/one thousand a/one thousand (dollars)
101	a/one hundred and one	1 000 000* \$1,000,000^o	a/one million a/one million (dollars)
120	a/one hundred and twenty	1 000 000 000* \$1,000,000,000^o	a/one billion a/one billion (dollars)

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

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

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

Vocabulary for Addresses

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

ASKING FOR ADDRESSES

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

Is there an apartment number?

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

What's | your | postal code?
the

RESPONDING

(It's) 2350 Willow Rd.

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

(It's) 9257 Fourth St.

(It's) H2Z 3H4.

PRACTICE

P=1 LISTEN / WRITE / SPEAK

To practise asking for and giving addresses.



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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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

1. A: _____ please?

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

2. A: Is this _____ ?

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

3. A: Where are they holding the conference?

B: It's at the Regent Hotel. _____ 1839 Dawson Road.

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

B: _____ 1709 53rd.

5. A: And _____ sir?

B: 928 Queen's Boulevard South.

A: Do you know _____ ?

B: Yes, it's A1B 2X7.

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

B: _____

7. A: _____ your new address?

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

A: And _____ ?

B: It's G1Y 2P4.

8. A: Is that _____ ?

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

A: And the postal code?

B: V3V 6N4.

C. Work with a partner.

Practise the corrected conversations with your partner.

P=2= SPEAK / WRITE Work with a partner.

To practise asking for and giving addresses.

Read the SITUATION:

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

Roles: S1 – p. 109

S2 – p. 112

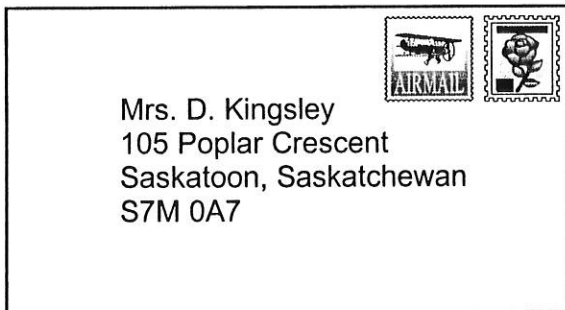
S1

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

Letters Returned

Correct Addresses

1.




2.




3.

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





4.

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



5.

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



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

Your partner begins.

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

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

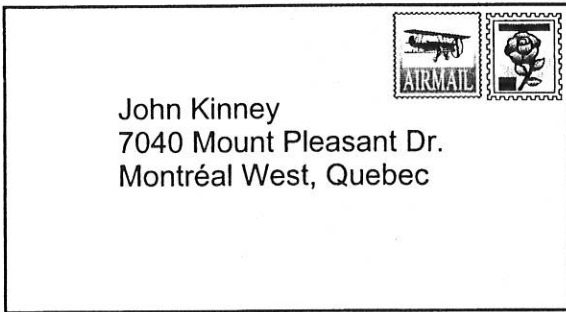
Your partner begins.

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

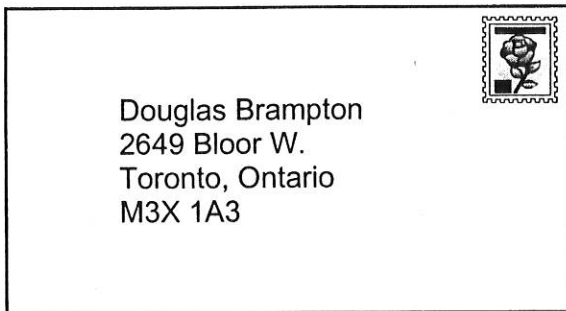
- B. You need new addresses. Call the accounts section to get the correct mailing addresses for the letters below. Write the correct information in the spaces provided. **You begin.**

Letters Returned**Correct Addresses**

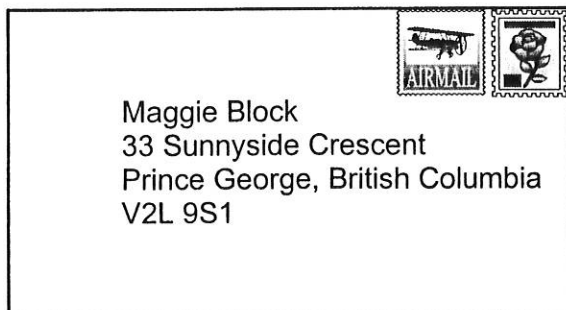
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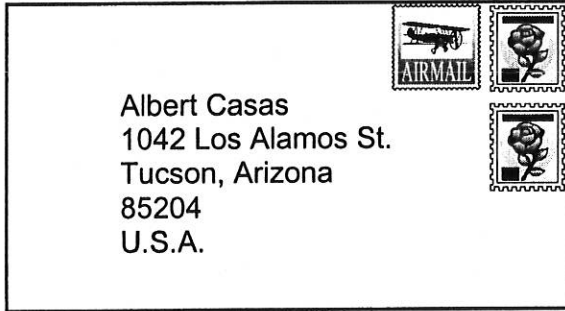
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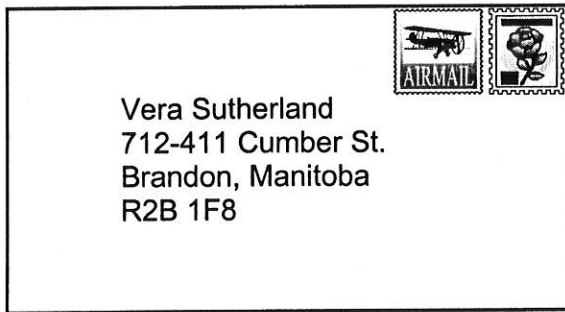
3.



4.



5.



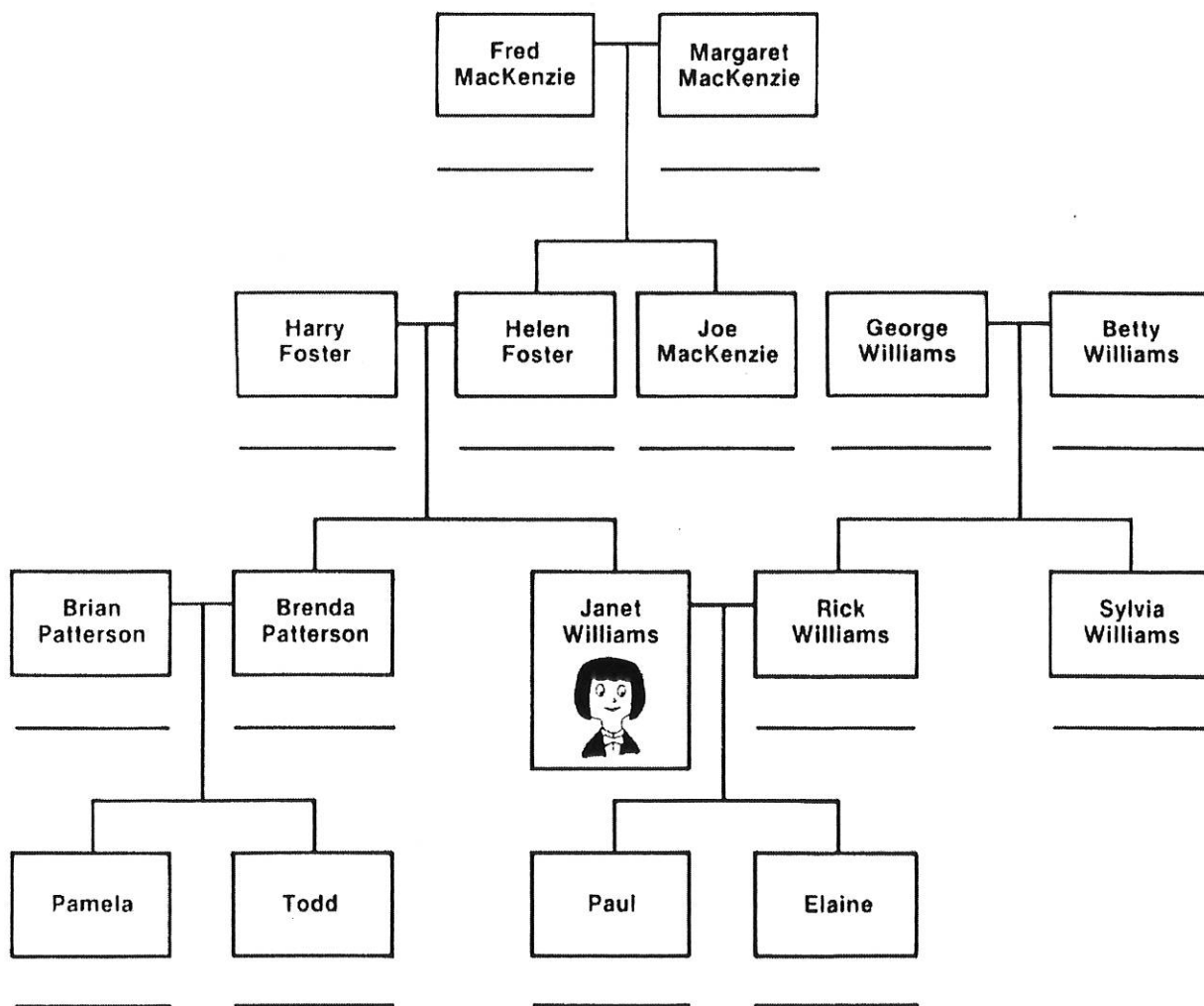
UNIT 11

INTRODUCING PEOPLE

GETTING STARTED

1

Janet William's Family Tree



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

2

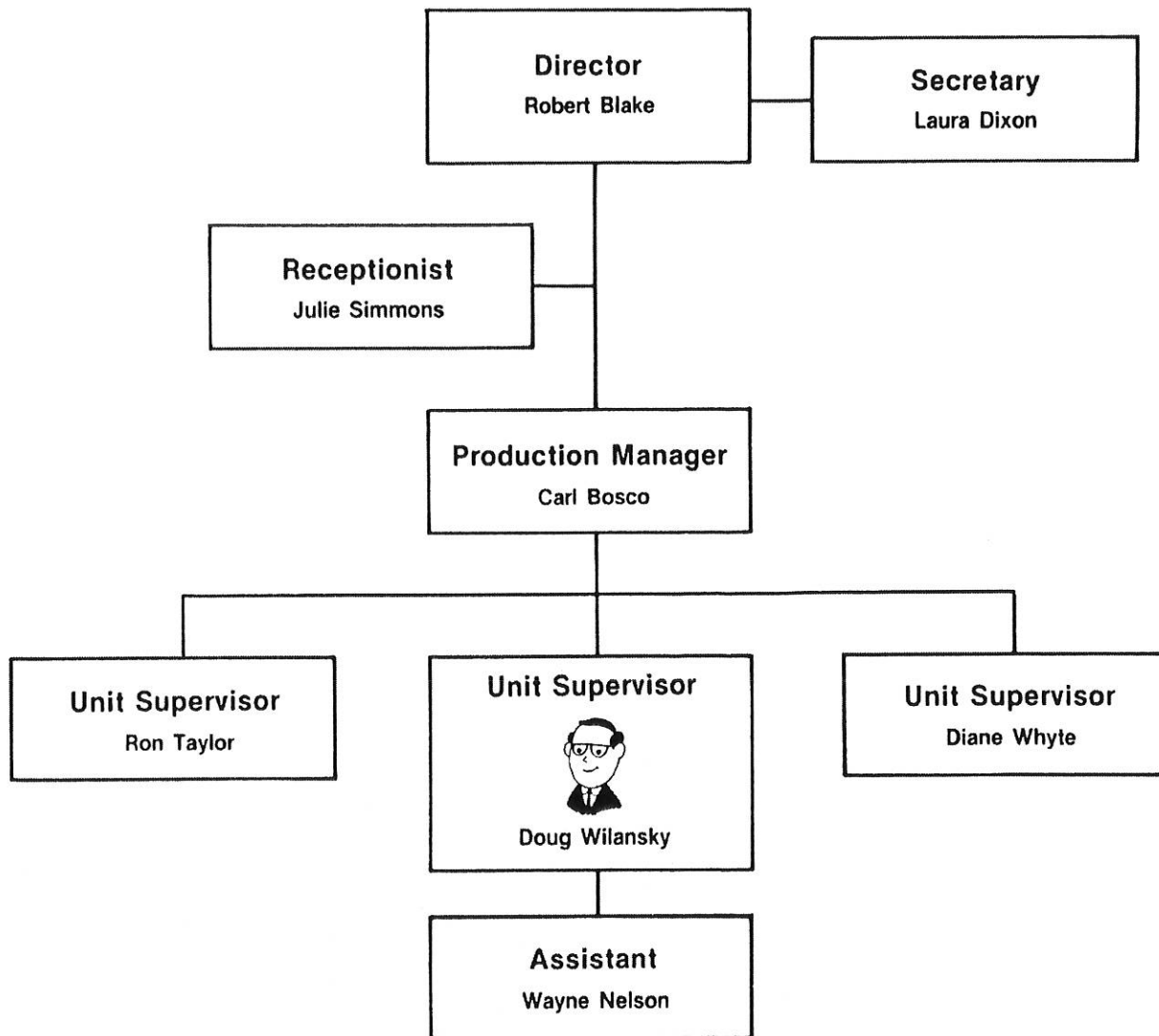
Talking About Family Relationships

My Family Tree

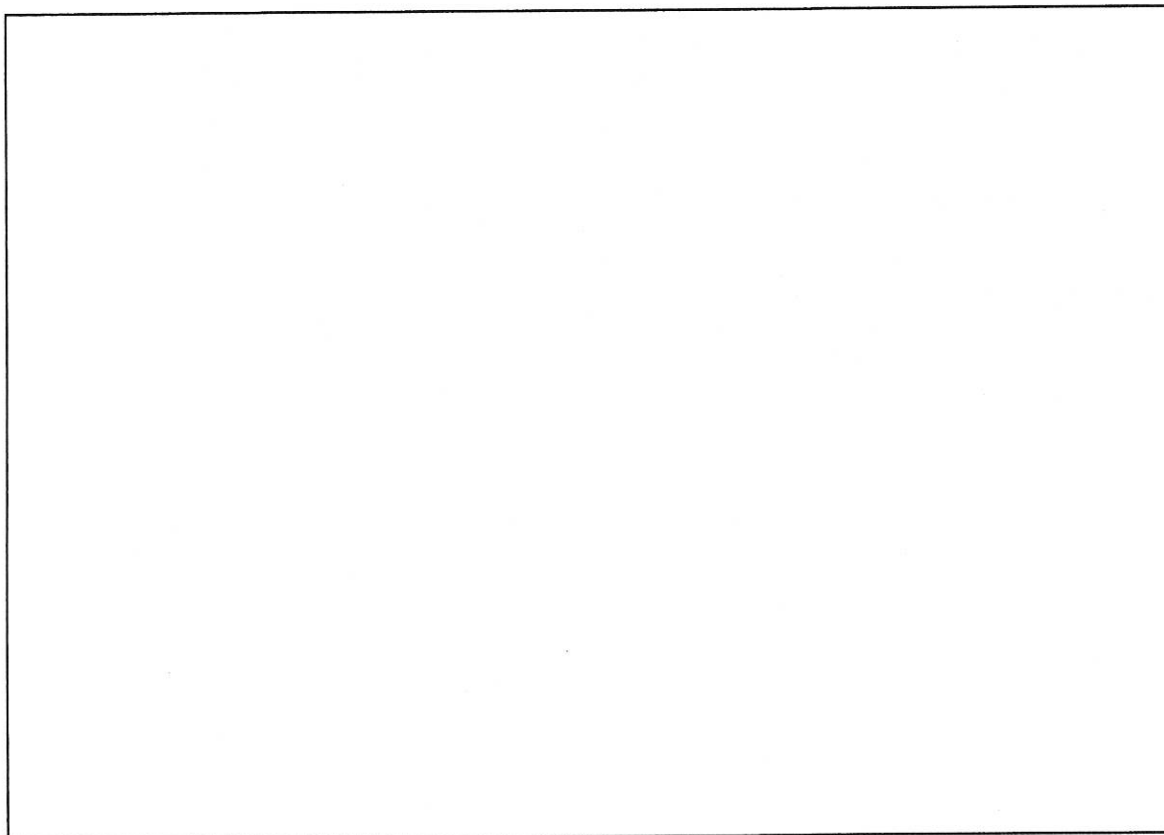
A large, empty rectangular box with a thin black border, intended for a student to draw their family tree. The box occupies the central portion of the page, below the title and above the footer.

3

The Organization Chart for Doug's Office

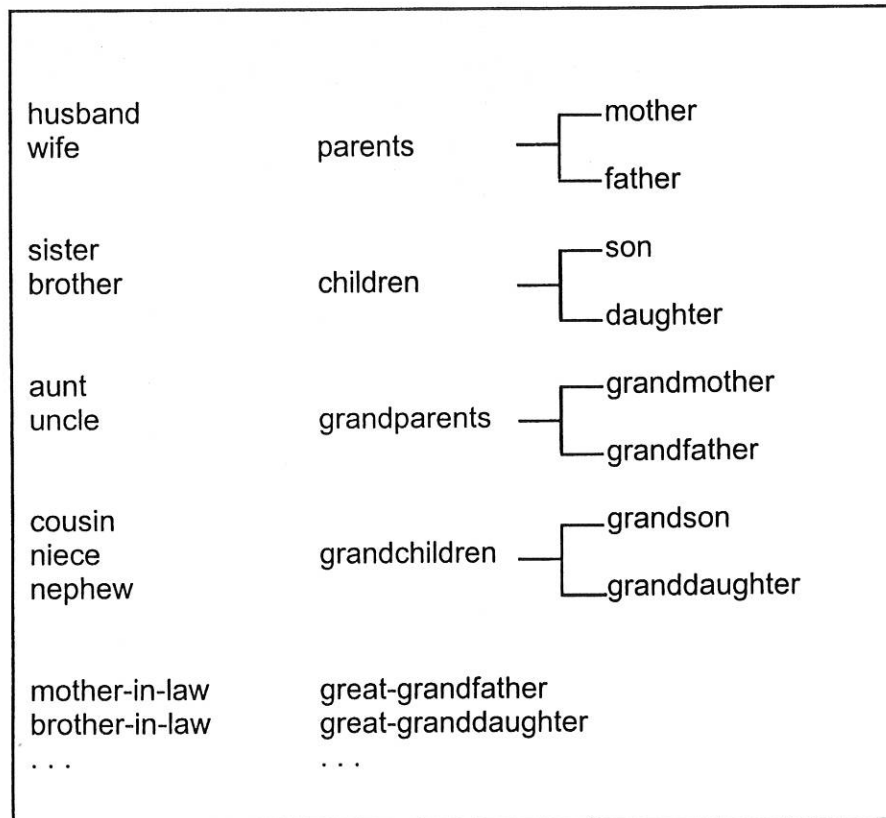


1. Ron Taylor and Diane Whyte are Doug's _____
2. Carl Bosco is Doug's _____
3. Wayne Nelson is Doug's _____
4. Robert Blake is the _____
5. Laura Dixon is the director's _____
6. Julie Simmons is the _____

4**Talking About Work Relationships****The Organization Chart for My Office****5****Introducing People and Responding**

Role play the following:

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

STUDY**Family Members**

INTRODUCING PEOPLE

RESPONDING TO INTRODUCTIONS

Carl, this is my wife, Marge.

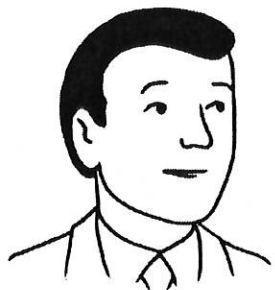
Carl, meet my wife, Marge.

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

Hello, Marge. Pleased to meet you.

Hi, Marge.

How do you do, Marge.



Hi, Carl. Pleased to meet you too.

Hi. Nice to meet you.

How do you do.

PRACTICE

P=1 LISTEN

To practise listening to people making introductions.



For each number:

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

Person spoken about	Relationship to the speaker
1. Rita	
2. Anita	
3. Ed Jones	
4. Roy	
5. Barbara	
6. Mary	
7. Rachel and Steven	
8. Brian	
9. Charles Sorensen	

P=2= SPEAK

Work in a group.

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

Roles: S1 – Introduce S2 to S3.

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

S3 – Respond to the introductions.

Change roles after Number 3 and Number 6.

ROLES FOR S2

1.

BOSS Mr. / Mrs. Griffin

2.

NEIGHBOUR Paul / Pauline Lam
--

3.

COLLEAGUE Sydney/Sandy Ashton

Change Roles

4.

COUSIN Normand/Nicole Lambert

5.

DIRECTOR Larry/Lynn McCall

6.

TEACHER Andy/Anne Mitchell

Change Roles

7.

SUPERVISOR Bruce/Barbara Eaton
--

8.

ASSISTANT Victor/Victoria Kaminski
--

9.

FRIEND Gary/Gail Lamont

UNIT 12

SAYING THE TIME

GETTING STARTED

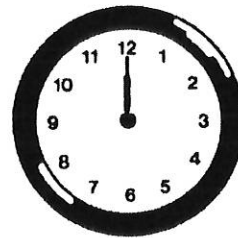
1

Telling Time

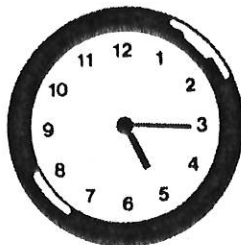
1.



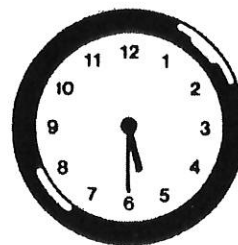
2.



3.



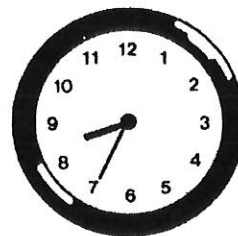
4.



5.



6.



Asking the Time**S1**

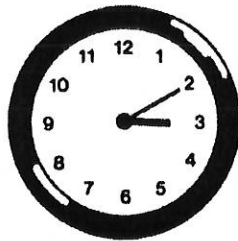
Ask the following people the time.

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

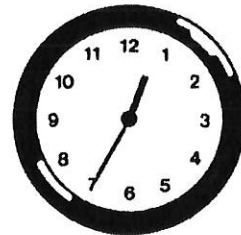
S2

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

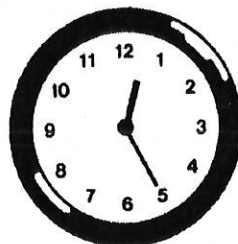
1.



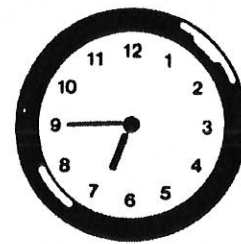
4.



2.



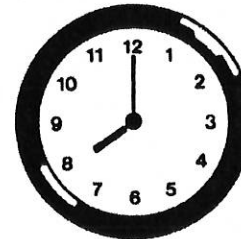
5.



3.



6.



STUDY

ASKING THE TIME

SAYING WHAT TIME IT IS

Informal

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

It's one o'clock.

It's a quarter after two.

More formal

Can you tell me the time, please?

Sure. **It's ten
to three.**

It's twenty after four.

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

Yes. **It's five
thirty.**

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

GIVING THE EXACT TIME

It's **exactly** two fifteen.

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

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

PRACTICE

P=1

LISTEN / SPEAK

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

B. Work with a partner.

For each number:

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

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

Switch roles after Number 5.

1.

Excuse me sir, can you
tell me the time, please?

2.

Derek, what time is
it, please?

3.

Excuse me ma'am, do
you have the time?

4.

What's the time, Donna?

5.

Is it one o'clock yet?

6.

I think I'm late.
What time is it?

7.

I forgot my watch. Do
you know what time it is?

8.

Pardon me, have you
got the time?

9.

I think my watch's
stopped. What time is it?

10.

Did you say quarter
to two?

P=2=

SPEAK

Work with a partner.

To practise saying the time and responding.

Roles: S1 – p. 129

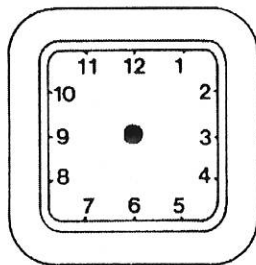
S2 – p. 131

S1

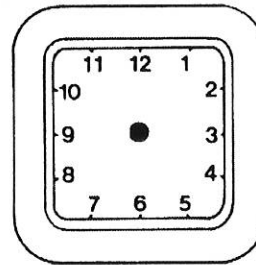
A. Ask your partner the time and draw the correct time on your clocks.

You begin.

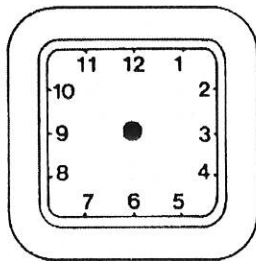
1. You're at work.
Ask a colleague.



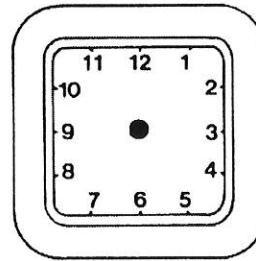
2. You're in a store.
Ask a cashier.



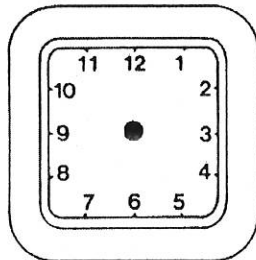
3. You're on the street.
Ask a stranger.



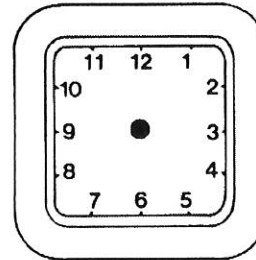
4. You're at the park.
Ask your friend.



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

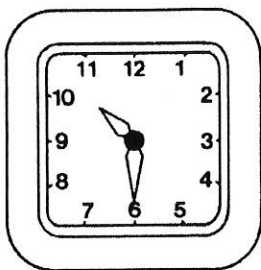


6. You're at the library.
Ask the librarian.

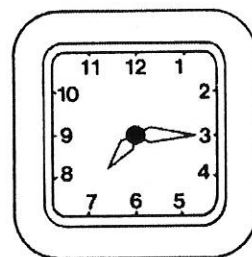


B. Answer your partner's questions by giving the time on the clocks. **Your partner begins.**

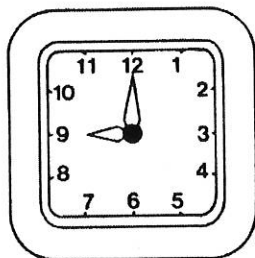
1. You're at a theatre.



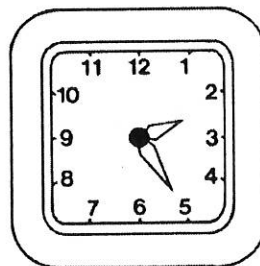
2. You're a passenger on a train.



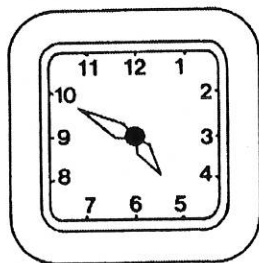
3. A friend is at your



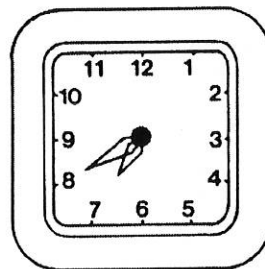
4. You're in a bank house.



5. You're a mechanic in a garage.

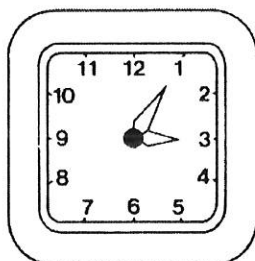


6. You're in a restaurant.

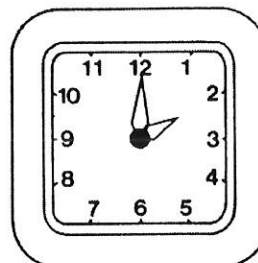


A. Answer your partner's questions by giving the time on the clocks. **Your partner begins.**

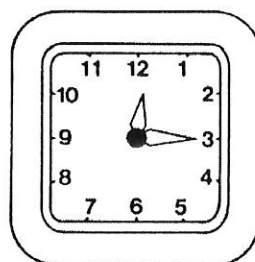
1. You're at work.



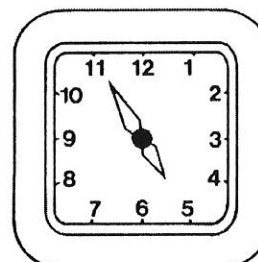
2. You're a cashier in a store.



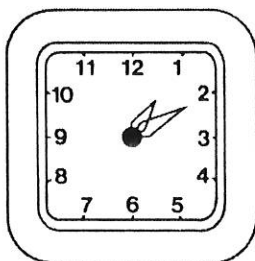
3. You're on the street.



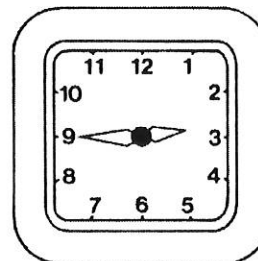
4. You're with your friend at the park.



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

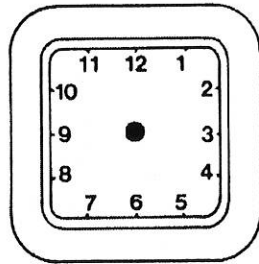


6. You're a librarian.

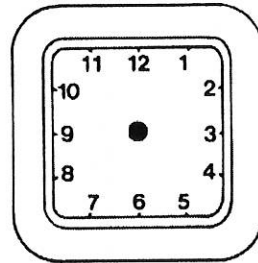


B. Ask your partner the time and draw the correct time on your clocks. **You begin.**

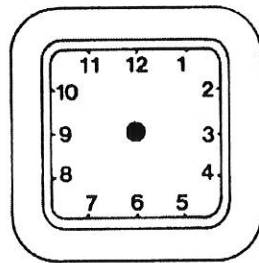
1. You're at a theatre.
Ask a stranger.



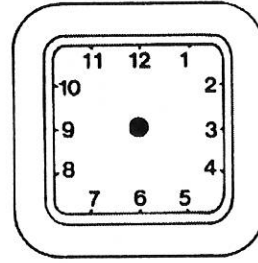
2. You're on a train.
Ask another passenger.



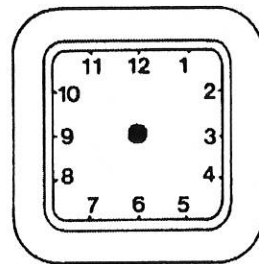
3. You're at a friend's house. Ask him/her.



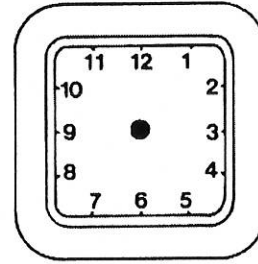
4. You're in a bank. Ask a stranger.



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



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



UNIT 13

ASKING ABOUT PEOPLE

GETTING STARTED

Asking About People

CONVERSATION 1

A: _____ for the government?

B: No, _____ They're private consultants with Kelly and Russo.

CONVERSATION 2

A: _____ there anymore.

B: No, I know. _____ the school board now.

CONVERSATION 3

A: _____ in the country?

B: Yes, _____ They live on a farm near Grand Falls.

CONVERSATION 4

A: I don't think I know her. _____ ?

B: She's an engineer. _____ I.R.C.

CONVERSATION 5

A: Who's that man over there? _____ ?

B: No, _____ across the street at the Public Archives.

CONVERSATION 6

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

CONVERSATION 7

- A: _____ around here?
B: Yes, _____ I think she lives near the university.

CONVERSATION 8

- A: What organization _____ ?
B: They're with the Red Cross.

CONVERSATION 9

- A: I think _____
B: That's right. She has an apartment on Chester Street.

CONVERSATION 10

- A: _____ Toronto?
B: No, he's only in Toronto on a special assignment. _____ in Cornwall.

STUDY

ASKING WHO SOMEONE IS

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

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

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

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

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

RESPONDING

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

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

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

Yes, they are.

No, they aren't.

ASKING WHERE SOMEONE WORKS

Does he work here?

Do they work for the government?

What does she do (for a living)?

What department do they work for?

RESPONDING

No, he works across the street.

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

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

They're with Communications
Canada.

ASKING WHERE SOMEONE LIVES

Does she live around here?

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

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

Where do they live?

RESPONDING

Yes, she does. She lives near the university.

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

Yes, they do. They live on a farm.

In the west end.

SIMPLE PRESENT

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

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

PRACTICE

P=1 WRITE / SPEAK

To practise asking who someone is and responding.

A Write the conversations using the cues provided.

You want to know about:

Respond

1. the woman with Mr. Adams.

cue: his wife Diane

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

cue: yes

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

cues: no/work for security

4. the young girl in the picture.

cue: my sister Laura

You want to know about:

Respond

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

cue: yes

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

cues: no/Mr. Clark

7. the woman with Natalie.

cues: new accountant/Mrs. Vachon

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

cue: yes

9. the two men in Ed's office.

cues: bosses/head office

You want to know about:	Respond
10. the man in the cafeteria. You think it's the district manager. _____ _____	_____ _____
	cues: yes

B. Work with a partner.

Practise your corrected conversations and those of your partner.

P=2= WRITE / SPEAK

To practise talking about where people work and live.

A. Complete the conversations using the cues provided.

Cues	
where/John	1. A: _____ ? B: He lives in a highrise downtown.
Helen/do	2. A: _____ ? B: She works with computers. I think she's a systems analyst.
no/Montréal	3. A: Do your parents live in Toronto? B: _____
Bill/ Accounting Services	4. A: _____ ? _____ B: Not anymore. He's with Financial Planning now.

Cues

5. A: _____ ?

she/do for
a living

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

6. A: _____
_____ ?

what
department/
work

B: They're not with the government
anymore.

7. A: _____ ?

they/
downtown

B: Not anymore. Now they live out in
the country.

8. A: What company does he work for?

Russell
Advertising

B: _____

9. A: _____
_____ ?

the Changs/
near here

B: No, they live in the east end.

10. A: Do they work for the city?

no/
provincial
government

B: _____

B. Work with a partner.

Practise your corrected conversations and those of your partner.

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

A. Work in a group.

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

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

Name	Occupation	Place of work	Residence
1.			
2.			
3.			
4.			
5.			

B. Work with a partner.

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

UNIT

14

ASKING SOMEONE TO DO SOMETHING

GETTING STARTED

1

Asking Someone to Do Something

1.

_____ to the
instructions first.

2.

_____ the window.
It's cold in here.

3.

_____ the lights
when you leave.

4.

_____ the books
to my office.

drive

close

listen

make

open

take

leave

turn off

Asking Someone Not to Do Something

5.

_____ too fast.
The roads are slippery.

6.

_____ the book
on the desk. Put it on the shelf.

7.

_____ your
presents before Christmas.

8.

_____ too much
noise. Jeff is sleeping.

2**Object Pronouns**

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

get **me**
meet **us**
give **him**
send **them**

show **me**
tell **her**
let **him**
call **her** back

STUDY

ASKING SOMEONE TO DO SOMETHING

Affirmative

Open your books.

Now **turn on** the tape-recorder.

Negative

Don't open your books.

Don't turn on the tape-recorder **yet**.

ASKING SOMEONE TO DO SOMETHING IN A MORE POLITE WAY

Can Could Would	are used when asking someone to do something in a polite way.
-----------------------	---

Can is sometimes considered less polite than **could** and **would**.

Can Could Would	you close the door, please ? you please close the door?
-----------------------	--

Object Pronouns

singular

me
you
him/her/it

plural

us
you
them

Could you call **me** back after lunch?
Don't leave **it** there.

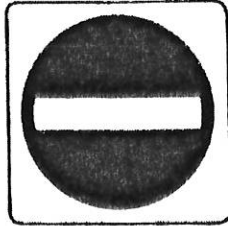
PRACTICE

P=1 WRITE

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

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

1.



2.



3.



4.



5.



6.



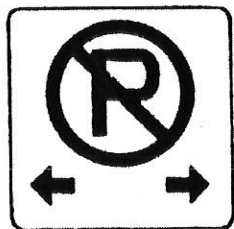
7.



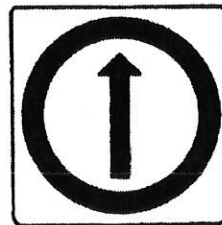
8.



9.



10.



P=2= WRITE / SPEAK

To practise asking people to do things.

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

Ask:

1. your boss, Mr. Williams, to sign an authorization form

A: _____

B: Sure. Here you are.

2. your secretary to leave the door open

A: Do you want your door shut?

B: _____

3. an employee not to mail the new price list yet

A: The new price list is ready.

B: _____

4. the secretary to make the corrections

A: _____

B: How soon do you need them?

Ask:

5. your sister to meet you at the train station

A: _____

B: O.K. What time?

6. your teacher to give you an example

A: Do you have a question?

B: Yes, _____

7. a colleague to check your calculations

A: Can I help you?

B: Yes, _____

8. the waiter for a glass of water

A: _____

B: Sure.

9. a colleague to give you an answer before Friday

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

B: _____

10. the gas station attendant to clean your windshield

A: _____

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

Ask:

11. the secretary not to type the memo yet

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

B: No, _____

12. an employee to fill out her time sheet

A: _____

B: Sure. Right away.

13. your teacher to listen to your cassette

A: Are you finished?

B: Yes. _____

14. a friend to buy you some stamps

A: _____

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

B. Work with a partner.

Practise your corrected conversations and those of your partner.

P=3=

WRITE / SPEAK

To practise asking someone to do something.

A. For each number:

Read the part of the conversation given.

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

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

1. A: _____

B: He says he can't wait. It's
urgent.

2. A: A Mr. Dobbs called while
you were out. It's about
the meeting this afternoon.

B: Oh. _____

3. A: _____

B: I'm sorry, but not tonight. I
have a doctor's appointment
right after work.

4. A: I can't see anything.

B: O.K., but where's the switch?

5. A: _____

B: Sure. It's that one on the
left, isn't it?

6. A: I'm sorry, we still haven't
received the results.

B: I see. Well, _____

7. A: _____

B: Sure. When do you need it?

8. A: I won't be much longer.

B: Just _____

9. A: _____

B: O.K. How many?

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

B: _____

B. Work with a partner.

Practise your corrected conversations and those of your partner.