

# EXPRESSWAYS 2 TRAVEL GUIDE

To the Teacher

IX

EXIT 1 • Friends and Neighbors

1

*Hello. I'm Your Neighbor*

Greet someone and introduce yourself, using *wh-questions*.

2

*Is There a Laundromat in the Neighborhood?*

Ask information about a neighborhood, using *wh-questions* and *yes/no questions*.

4

*Can I Park My Car Here?*

Ask permission to do something, using *can*.

6

*Can I Help You Take Out the Garbage?*

Offer to help someone, using two-word verbs.

8

*Could You Lend Me a Hammer?*

Ask a favor of someone.

10

*I Knocked on Your Door Several Times Last Week*

Tell about things you did, using the past tense.

12

*Maybe You Should Call a Plumber*

Give advice to someone, using *should*.

14

*Do You Fix Kitchen Sinks?*

Call about a housing problem.

16

*Water Everywhere!*

Read about a housing problem. Tell about a home emergency you experienced.

18

EXIT 2 • Calling People  
Going Places

21

*Could You Please Tell Me How to Make a Long-Distance Call?*

Tell how to make different kinds of telephone calls, using *could* and imperatives.

22



<i>I Want to Make This a Collect Call, Please</i>	Make collect and person-to-person telephone calls.	<b>26</b>
<i>May I Please Speak to Betty?</i>	Call people on the telephone, using <i>will</i> and time expressions.	<b>28</b>
<i>She Won't Be Back Until 3:00</i>	Call people on the telephone and leave messages, using <i>will</i> and time expressions.	<b>29</b>
<i>When Is the Next Bus to Buffalo?</i>	Purchase bus, train, and airplane tickets, using time and money expressions.	<b>32</b>
<i>Please Fasten Your Seat Belt!</i>	Understand transportation safety rules, using imperatives and prepositions of location.	<b>36</b>
<i>I Want to Report an Emergency!</i>	Report an emergency, using the past tense and time expressions.	<b>38</b>
<i>Franco's Vacation</i>	Read about a train trip. Tell about a vacation you took.	<b>40</b>

### EXIT 3 • Food

**43**

<i>Do We Need Anything from the Supermarket?</i>	Tell the quantities of food you need to buy, using partitives.	<b>44</b>
<i>What Do You Want Me to Get?</i>	Tell the quantities of food you need to buy, using partitives.	<b>45</b>
<i>I Want a Pound of Roast Beef</i>	Purchase food, using partitives.	<b>48</b>
<i>Your Change Is \$2.75</i>	Pay for food items and receive change.	<b>50</b>
<i>I'd Like a Hamburger and an Order of French Fries</i>	Order food in a fast-food restaurant, using <i>may</i> and partitives.	<b>52</b>
<i>I'd Like the Chicken</i>	Order food in a "sit-down" restaurant, using <i>would</i> and partitives.	<b>54</b>
<i>Would You Like a Few More Meatballs?</i>	Be a guest at someone's home for dinner, using <i>would</i> , count/non-count nouns, and adjectives.	<b>56</b>



<i>Can You Tell Me the Recipe?</i>	Give and follow recipe instructions, using partitives and imperatives.	<b>58</b>
<i>Saving Time</i>	Read about supermarkets and fast-food restaurants. Tell about places where you eat and shop.	<b>61</b>
REST STOP	<i>Role-Play Review of Exits 1, 2, &amp; 3</i>	<b>63</b>

## EXIT 4 • Personal Finances

**65**

<i>I Don't Think We Can Afford It</i>	Evaluate the affordability of items in a store, using comparatives.	<b>66</b>
<i>Can You Show Me a Less Expensive One?</i>	Evaluate the affordability of items in a store, using superlatives.	<b>70</b>
<i>I Think We Should Stop at the Bank</i>	Budget your money, using <i>should</i> , <i>have to</i> , and <i>going to</i> .	<b>74</b>
<i>I'd Like to Deposit This in My Savings Account</i>	Accomplish everyday banking procedures, using imperatives.	<b>76</b>
<i>I'm Balancing the Checkbook</i>	Discuss balancing a checkbook.	<b>78</b>
<i>Why Are You Banging on the Vending Machine?</i>	Understand denominations of money, using <i>should</i> and the past tense.	<b>80</b>
<i>Did You Remember to Pay the Telephone Bill?</i>	Evaluate payment of household bills, using ordinal numbers.	<b>82</b>
<i>I Think There's a Mistake on My Electric Bill</i>	Deal effectively with errors on household bills.	<b>84</b>
<i>Bob Anderson and His Checkbook</i>	Read about how someone manages his living expenses.	<b>85</b>

## EXIT 5 • At Work

**87**

<i>Could You Please Give This Report to Mr. Lewis?</i>	Make requests, using indirect objects.	<b>88</b>
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*Would You Like Me to Set Up  
the Conference Room?*

Offer to help someone at work, using  
two-word verbs.

**90**

*You're a Very Accurate  
Translator!*

Give feedback, using adjectives  
and adverbs.

**92**

*Am I Typing Fast Enough?*

Ask for and give feedback, using  
adverbs and comparative of adverbs.

**94**

*I Won't Be Able to Work  
This Weekend*

Apologize, using *able to*.

**96**

*I'm Sorry That I Couldn't  
Work Overtime Yesterday*

Apologize, using *could* and *able to*.

**97**

*Too Many Excuses!*

Read about and evaluate someone's  
behavior at work.

**99**

*What Happened?*

Report an emergency at work, using  
reflexive pronouns.

**100**

*Could I Possibly Leave an  
Hour Early Today?*

Ask permission to do something,  
using *could*.

**102**

## **EXIT 6 • Rules and Regulations**

**105**

*Are You Allowed to Swim Here?*

Ask about what you're allowed  
to do, using impersonal expressions  
with *you*.

**106**

*You Aren't Allowed to Park Here*

Tell people what they aren't allowed  
to do, using impersonal expressions  
with *you*.

**108**

*"No Right Turn on Red"*

Understand traffic signs.

**110**

*Let Me See Your License*

Understand traffic violations, using the  
past tense and the past continuous tense.

**112**

*Rules of the Building*

Understand rules of an apartment  
building, using impersonal  
expressions with *you*.

**114**

*When Are You Going to Fix  
My Sink?*

Deal effectively with housing  
problems, using *going to* and *will*.

**116**



<i>You Must Always Wear Your Uniform</i>	Understand rules and regulations at work sites, using <i>must</i> .	<b>118</b>
<i>You Should Write to the Mayor</i>	Express opinions about issues that concern you, using <i>should</i> and <i>ought to</i> .	<b>120</b>
<i>There Ought to Be a Law</i>	Read about and evaluate what two people do to solve a housing problem.	<b>122</b>
REST STOP	<i>Role-Play Review of Exits 4, 5, &amp; 6</i>	<b>125</b>

## EXIT 7 • School, Family, and Friends

**127**

<i>How Is David Doing in Math This Year?</i>	Discuss school performance, using pronouns.	<b>128</b>
<i>Extracurricular Activities</i>	Read about several students' extracurricular activities. Tell about school subjects and extracurricular activities in your country's schools.	<b>131</b>
<i>This Is Mrs. Smith, the School Principal, Calling</i>	Discuss school-related issues, using different verb tenses.	<b>132</b>
<i>Whose Things Are These?</i>	Decide which items belong to family members, using possessive nouns and possessive pronouns.	<b>134</b>
<i>How Much Longer?</i>	Ask how long family members will be busy, using the future continuous tense.	<b>136</b>
<i>Good News! Bad News!</i>	Share good and bad news about friends and family members, using different verb tenses.	<b>138</b>
<i>Did You Hear the News?</i>	Share information about work, school, and the community, using different verb tenses.	<b>140</b>
<i>I Really Like Your New Laptop Computer</i>	Give compliments, using adjectives and <i>wh</i> -questions.	<b>142</b>
<i>What Are You Going to Do This Weekend?</i>	Discuss planned activities, using <i>might</i> and <i>will</i> .	<b>144</b>



## EXIT 8 • Strategies for Communicating Saying Good-bye

147

<i>I'm Sorry to Interrupt</i>	Learn how to interrupt someone politely.	<b>148</b>
<i>What Does That Mean?</i>	Ask for and give clarification.	<b>150</b>
<i>I Agree</i>	Learn ways to agree with someone.	<b>152</b>
<i>I Disagree</i>	Learn ways to disagree with someone.	<b>154</b>
<i>I've Really Got to Go Now</i>	Say good-bye to someone, using <i>have to</i> and <i>have got to</i> .	<b>156</b>
<i>So Long</i>	Say good-bye to someone, using <i>have got to</i> .	<b>158</b>
<i>In My Opinion</i>	Exchange opinions with another person.	<b>160</b>
<i>The Game of Language</i>	Read about people's communication strategies.	<b>162</b>
REST STOP	Role-Play Review of Exits 7 & 8	<b>165</b>

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