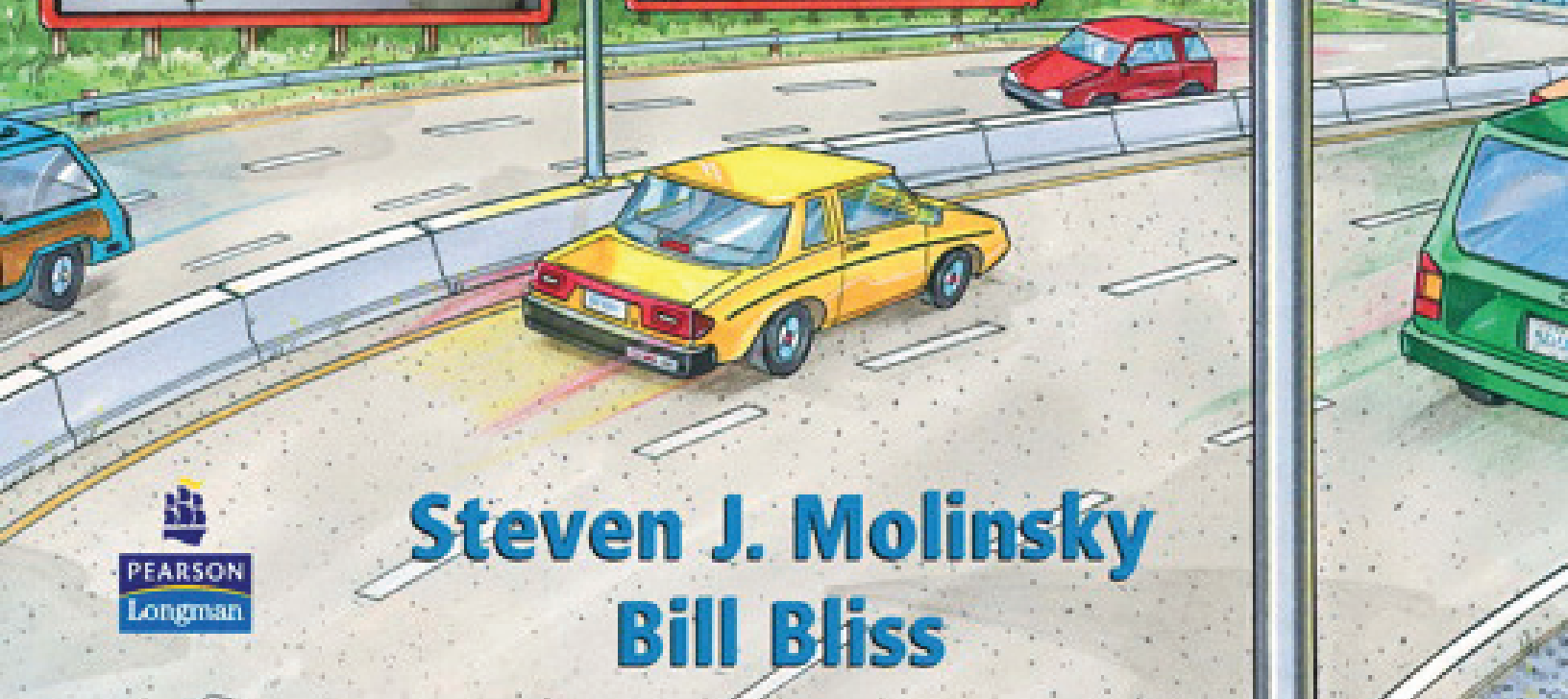
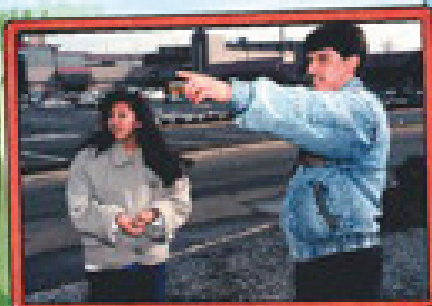


Teacher's Guide

ExpressWays

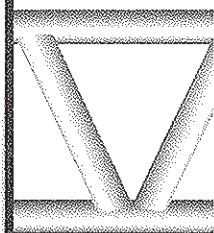
Second Edition



Teacher's Guide

Express Ways

Second Edition



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CONTENTS

To the Teacher	iv
Continuum of Language Learning Chart	vii
Language Proficiency Levels	viii
EXIT 1 • Meeting and Greeting People	2
EXIT 2 • People and Places	30
EXIT 3 • Getting Around Town	60
EXIT 4 • Housing and Food	100
EXIT 5 • At Work	140
EXIT 6 • Health and Emergencies	178
EXIT 7 • Shopping	222
EXIT 8 • Recreation	268
Activity Workbook Answer Key	311
<i>ExpressWays</i> Picture Cards	337
Correlation Key	338

EXIT 8

OVERVIEW

Student Text
Pages 131–154

Topics

Functions

Grammar

P. 132 What Are You Going to Do This Weekend?

Social Communication:
Sharing Information
Employment/On the Job:
Making Conversation

Intention
Leave Taking

Future: Going to

P. 134 What Do You Want to Do Today?

Recreation: Recreational
and Entertainment
Activities
Weather: Weather
Conditions

Want–Desire
Asking for and Reporting
Information

Want to

P. 138 I'm Afraid I Can't. I Have to Work Late.

Social Communication:
Invitations
Recreation: Recreational
and Entertainment
Activities

Invitations
Checking and Indicating
Understanding
Ability/Inability
Obligation
Disappointment

Want to
Time Expressions
Can
Have to

P. 140 What Did You Do?

Social Communication:
Sharing Information
Employment/On the Job:
Making Conversation
Recreation: Recreational
Activities

Asking for and Reporting
Information

Simple Past Tense

P. 144 *Let's Do Something Outdoors Today*

Recreation: Recreational
and Entertainment
Activities

Advice--Suggestions
Want--Desire

Want to
Simple Past Tense

P. 146 *What Movie Did You See?*

Social Communication:
Sharing Information
Recreation: Recreational
and Entertainment
Places, Recreational
and Entertainment
Activities

Asking for and Reporting
Information
Satisfaction/Dissatisfaction

Simple Past Tense
WH-Questions

P. 150 *What Do You Like to Do?*

Social Communication:
Sharing Information
Recreation: Sports

Asking for and Reporting
Information
Likes
Reacting to Information

WH-Questions
Simple Present Tense
Simple Past Tense



Vocabulary This Exit

Recreation and Entertainment

baseball stadium
beach
bike ride
concert
concert hall
county fair
dancing
dinner
garden
mountains
movie (the movies)
museum
park

party
picnic
play
restaurant
theater
TV
walk
zoo

Weather

cloudy
cold
foggy
hazy
hot
humid
raining
snowing
sunny
windy

Sports

baseball
basketball
golf
jogging
sailing
skating
skiing
swimming
tennis

Everyday Activities

bake
clean
drive
fix
paint
plant
play
read
relax
rest
study
visit
wash
write

Grammar This Exit

Past Tense

Did you **have** a good weekend?
Yes, I **did**.

What **did** you **do**?

/d/

I **cleaned** my house.
I **listened** to CDs.

/t/

I **washed** my car.
I **fixed** my roof.

/ɪd/

I **ainted** my basement.
I **rested**.

write-wrote

I **wrote** letters

go-went

I **went** sailing.

drive-drove

I **drove** to the beach.

read-read

I **read** a novel.

take-took

I **took** a walk.

see-saw

I **saw** "Dancing in the Park."

hear-heard

I **heard** the Philadelphia Orchestra.

swim-swam

I **swam** this morning.

do-did

I **did** yoga after work.

I **wasn't** home.
You **weren't** home.

WH-Questions

What did you do?
Where were you?
Who did you hear?
What movie did you see?

Future: Going to

What are you **going to** do this weekend?
I'm **going to** see a play.

Want to

I **want to** go jogging.
I don't **want to** play tennis.
What do you **want to** do today?
Do you **want to** go out for dinner tonight?

Like to

What do you **like to** do?
I **like to** do yoga.

Can

Maybe we **can** go out for dinner some other time.
I'm afraid I **can't**.

Have to

I **have to** work late.

Time Expressions

Do you want to go dancing **tonight**?
tomorrow?
tomorrow night?
this Saturday night?
this Sunday afternoon?
this weekend?

Functions This Exit

Want-Desire

Inquiring about . . .

What do you want to do today?

Do you want to *see a movie*?

Expressing . . .

I want to *go jogging*.

I don't want to *play tennis*.

Asking for and Reporting Information

What did you do?

I went *skiing*.

I was at *the movies*.

What *movie* did you *see*?

Who did you *hear*?

How about you?

Reacting to Information

Oh.

That's interesting.

Invitations

Extending . . .

Do you want to *go out for dinner tonight*?

Accepting . . .

Sure.

That's a good idea.

Declining . . .

I'm afraid I can't.

Maybe we can *go out for dinner* some other time.

Likes/Dislikes

Inquiring about . . .

What do you like to do for *exercise*?

Expressing Likes

I like to *do yoga*.

Intention

Inquiring about . . .

What are you going to do *this weekend*?

Expressing . . .

I'm going to *see a play*.

Obligation

Expressing . . .

I have to *work late*.

Advice-Suggestions

Offering . . .

Let's *do something outdoors today*.

Ability/Inability

Expressing Inability

I'm afraid I can't.

Disappointment

That's too bad.

Leave Taking

Have a good weekend.

You, too.

Satisfaction/Dissatisfaction

Inquiring about . . .

Did you enjoy it?

Expressing Satisfaction

Yes. It was excellent.

Checking and Indicating Understanding

Checking One's Own Understanding

Tonight?

PREVIEWING EXIT 8: CHAPTER-OPENING PHOTOS

Have students talk about the people and the situations, and as a class or in pairs, predict what the characters might be saying to each other. Students in pairs or small groups may enjoy practicing role plays based on these scenes and then presenting them to the class.

What Are You Going to Do This Weekend?

FOCUS

TOPICS

Social Communication: Sharing Information
Employment/On the Job: Making Conversation

GRAMMAR

Future: Going to

What are you **going to** do this weekend?
 I'm **going to** see a play.

FUNCTIONS

1. Intention

Inquiring about . . .

What are you going to do *this weekend?*

Expressing . . .

I'm going to *see a play*.

2. Leave Taking

Have a good weekend!
 You, too.

VOCABULARY

Recreation and Entertainment

bike ride
 concert
 dancing
 yard
 play
 zoo

Family Members

children
 grandchildren
 grandfather
 grandmother

COMMENTARY

1. General questions about weekend plans are appropriate in friendly *small talk* with friends and co-workers.
2. "Well" (line 4) introduces Speaker B's final comment on the topic and indicates that he wants to end the conversation.
3. "You, too" (line 5) means "I hope that you have a good weekend, too."

GETTING READY

1. Introduce the future with *going to*.
 - a. Introduce *this weekend*, by pointing to a calendar.
 - b. Tell some things you're *going to* do. For example:

Every day I study.
This weekend I'm going to study.

I'm wearing my glasses.
I always wear my glasses.
This weekend I'm going to wear my glasses.
 - c. Form sentences with *going to* from the construction sign at the top of student text page 133. Have students repeat chorally. For example:

This weekend . . .
I'm going to study.
He's going to study.
She's going to study.
2. Review the vocabulary for family members: *husband, wife, father, mother, parents, children, son, daughter, brother, sister, baby, aunt, uncle*. Introduce the new family members: *grandchildren, grandmother, grandfather*.
 - a. Use visuals or draw stick figures on the board to show the relationships among family members. Have students practice saying the words.
 - b. Have students bring in photographs of their families. Bring in several of your own. Tell students about your family. Have students show their photographs to the class and tell about their families. For example, "This is my (brother)."
3. Use your own visuals or *ExpressWays* Picture Cards 141–147 to introduce the following recreation vocabulary: *see a play, go dancing, go to a concert, visit, go for a bike ride, write letters, take (my children) to the zoo*.

THE MODEL CONVERSATION

1. **Set the Scene:** "Two co-workers are talking."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**

THE EXERCISES

Examples

1. A. What are you going to do this weekend?
B. I'm going to paint my basement. How about you?
A. I'm going to a concert.
B. Well, have a good weekend!
A. You, too.
2. A. What are you going to do this weekend?
B. I'm going to work in my yard. How about you?
A. I'm going to visit my grandchildren.
B. Well, have a good weekend!
A. You, too.

Before doing the exercises, use the illustrations to review the vocabulary and to teach the new vocabulary: *paint* (Exercise 1), *work in my yard* (Exercise 2), *study for an exam* (Exercise 4).

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. Role Play: What Are You Going to Do This Weekend?




- Give each student a word card, visual, or *ExpressWays* Picture Card to signal an activity.
- Write on the board:

A. What _____ this weekend?
B. I'm going to _____.
How about you?
A. I'm going to _____.

- Have students use the model on the board to talk about weekend plans. Encourage students to expand the conversation any way they wish.

2. What Are They Going to Do This Saturday?

- Write on the board:

	
<i>Beth</i>	<i>George</i>
<i>study</i>	<i>baby-sit</i>
<i>visit her</i>	<i>clean his apartment</i>
<i>grandparents</i>	<i>play basketball</i>
<i>work in her yard</i>	<i>go out for dinner</i>
<i>go dancing</i>	
	
<i>Mr. and Mrs. Fuller</i>	
<i>work in the restaurant</i>	
<i>cook</i>	
<i>go home</i>	
<i>watch TV</i>	

- Tell the class what Beth does every Saturday. For example:

"Beth studies every Saturday morning.
Then she visits her grandparents.
She works in her yard every Saturday
afternoon.
She goes dancing every Saturday evening."

- Ask, "What is Beth going to do this Saturday?" Have students answer using the cue words on the board.
- Continue in the same way. Tell and then ask about the other characters on the board.

3. Weekend Activities I Enjoy

- Have students take out a piece of paper and draw a line down the center of the page. At the top of the left column, have them write I like to, and at the top of the right column, have them write I don't like to.
- Dictate various weekend activities. For example:
 - go dancing
 - see plays
 - go to concerts
 - work in my yard
 - go for bike rides
 - write letters
 - clean my garage
 - take my children to the zoo
 - study
 - fix things around my house
- Have students write the activities in either the left or right columns, depending on whether they *like to* or *don't like to do* them. Some students may write the item under I like to, and others may write it under I don't like to.
- At the end of the dictation, have students compare their lists to see which everyday activities people *like* and *don't like to do*.

4. Scrambled Sentence Game

- Divide the class into groups of four.
- Make four sets of split sentence cards with verbs and objects from student text 132. For example:

I'm going to see . . .	a play.
I'm going to go . . .	dancing.
I'm going to paint . . .	my basement.
I'm going to visit . . .	my family.
I'm going to work . . .	in my yard.
I'm going to go for . . .	a bike ride.
I'm going to clean . . .	my garage.
I'm going to write . . .	a letter.
I'm going to go to . . .	the zoo.

- Distribute the sets of cards to each group, keeping the verbs and objects in separate piles.
- Have students take turns picking up one card from each pile and reading the sentence to the group. For example:

I'm going to clean . . .	my family.
--------------------------	------------

- The group decides if the sentence *makes sense* or *doesn't make sense*.
- After all the cards have been picked, have the group lay out all the cards, and put together all the sentence combinations that *make sense*.

5. Miming Game

- Write down on cards the weekend activities on student text page 132.
- Have students take turns picking a card from the pile and pantomiming the activity.
- The class must then guess what the action is.

Variation: This can be done as a game with two competing teams.

6. Story Dictation Game

- Make up a 4–5 sentence story about a person, using several words from student text page 132. Write the story in large print on a piece of paper. For example:

Next Saturday Bill is going to do many things.
On Saturday morning he's going to clean the garage.
On Saturday afternoon he's going to go for a bike ride.
On Saturday evening he's going to go dancing.
On Sunday he's going to rest!

- Put the paper on the far side of the room or out in the hallway.
- Divide the class into pairs. One student from each pair runs to read the story and then returns to dictate the story to the partner. The runner may go back and forth as many times as necessary. The first pair to finish the story wins.

7. Find Someone Who . . .

- Collect some information about the students' future plans — for example, what they plan to do:
 - next weekend
 - next vacation
 - next semester
 - next year
 - five years from now
- Put this information in the following form:

Find someone who is going to . . .	
1. visit his or her family next weekend.	_____
2. go mountain climbing next summer.	_____
3. study engineering next semester.	_____
4. live in Italy five years from now.	_____

- To identify the above people, have students circulate around the room, asking each other "What are you going to do _____?"
- The first student to identify all the people wins.

Constructions Ahead!

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. I'm going to
2. He's going to
3. She's going to
4. We're going to
5. They're going to
6. You're going to . . .

Class Survey

Have students think of one future-oriented question to ask other students in the class. Have students interview each other with their questions and then report their findings to the class.

FOCUS

TOPICS

Recreation: Recreational and Entertainment Activities

Weather: Weather Conditions

GRAMMAR

Want to

What do you **want to** do today?

Do you **want to** see a movie?

FUNCTIONS

1. Want-Desire

Inquiring about . . .

What do you want to do today?

Do you want to *see a movie*?

2. Asking for and Reporting Information

What's the weather like?

It's *raining*.

VOCABULARY

Weather	Recreation and Entertainment	Sports
cloudy	movie (the movies)	skiing
cold	museum	swimming
hot	picnic	
rain	TV	
snow		
sunny		

COMMENTARY

1. People often say, "I don't know" (line 2) when they don't have an opinion.
2. "Sure" (line 4) is an enthusiastic expression for "Yes."

GETTING READY

1. Use your own visuals or *ExpressWays* Picture Cards 148–153 to introduce weather vocabulary: *rain, snow, sunny, cloudy, hot, cold*.
 - a. Write on the board:

A. What's the weather like?

B. It's _____.

- b. Have students look at the visual and listen as you say, "It's (raining)." Have students practice saying, "It's (raining)."
 - c. Show the visual to an individual student and ask, "What's the weather like?" The student answers, "It's (raining)."
 - d. Call on pairs of students to ask each other.
 - e. Practice all the weather expressions the same way.
 - f. Finally, ask, "What's the weather like today?" Have students answer factually.
2. Use your own visuals or *ExpressWays* Picture Cards 154–159 to introduce recreation vocabulary: *see a movie, go skiing, have a picnic, go to a museum, go swimming, watch TV.*
- a. Write on the board:

A. What do you want to do today?
B. I want to _____.

- b. Point to the visual for *movie* and model the following conversation:
A. What do you want to do today?
B. I want to see a movie.
- c. Have the class repeat, "I want to see a movie."
- d. Ask individual students, "What do you want to do today?" Students answer, "I want to see a movie."
- e. Call on pairs of students to ask each other.
- f. Continue the same way with the other expressions.

THE MODEL CONVERSATION

1. **Set the Scene:** "A husband and wife are talking."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**

THE EXERCISES

Examples

1. A. What do you want to do today?
B. I don't know. What's the weather like?
A. It's snowing. Do you want to go skiing?
B. Sure. That's a good idea.
2. A. What do you want to do today?
B. I don't know. What's the weather like?
A. It's sunny. Do you want to have a picnic?
B. Sure. That's a good idea.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

Culture Note

The Fahrenheit temperature scale is used extensively in daily life in the United States. Centigrade/Celsius is used in technical and scientific fields. Some sample conversations are:

Centigrade	Fahrenheit
100°	212°
45	113
32.2	90
26.6	80
21	70
10	50
0	32
-17.7	0

C → F
Multiply the C temperature by 9/5.
Add 32°.

F → C
Subtract 32° from the F temperature.
Multiply by 5/9.

1. Talk About the Weather

Draw two thermometers on the board. Mark Centigrade degrees on one and Fahrenheit degrees on the other. Say temperatures in Centigrade and Fahrenheit. Have students tell you if it is *hot* or *cold*.

2. Role Play: Plans for the Day

- a. Write on the board:

A. Do you want to _____ today?
B. No. It's _____.
or
Sure. That's a good idea.
It's _____.

- b. Give Student A a word card, visual, or *ExpressWays* Picture Card 154–159 for a recreational activity. For example:

see a movie	go to a museum
go skiing	go swimming
have a picnic	stay home and watch TV

- c. Give Student B a word card, visual, or *ExpressWays* Picture Card 147–153, representing a weather expression. For example:

rain	cloudy
snow	hot
sunny	cold

- d. Have students use the model on the board to discuss plans for the day. Student B's response depends on whether the activity suggested by Student A is appropriate for Student B's weather expression. For example:

Student A: Do you want to go swimming today?
(if B's cue card is *cold*)
Student B: No. It's cold.
(or if B is holding a *sunny* card)
Student B: Sure. That's a good idea. It's sunny.

3. Movable Categories

- a. Write on cards recreational activities that students have learned. For example:

go to the library	go for a bike ride
go to the park	see a movie
go to a museum	go skiing
go to a shopping mall	write letters
go to the zoo	visit family
go dancing	have a picnic
see a play	go swimming
go to a concert	watch TV

- b. Give each student a card. Call out one of the following categories:

It's raining.	It's hot.
It's sunny.	It's cold.
It's cloudy.	It's snowing.

- c. All the students whose recreation activities might be appropriate for that type of weather go to the right side of the room. All other students go to the left.
- d. Those who are in the *right* group call out their activities for the class to verify.

4. Category Dictation

- a. Have students take out a piece of paper and draw two columns. Have them write two of the six categories listed in the above activity.
- b. Dictate various recreational activities listed in the above activity.
- c. Have students write the words in appropriate columns. For example:

<u>It's sunny.</u>	<u>It's cold.</u>
go to the park	go to a museum
have a picnic	go to a shopping mall

- d. At the end of the dictation, have students compare their lists.

5. Suggestion Game

- a. Divide the class into several teams.
- b. Say, "It's raining. What should I do?"
- c. Have students in each group work together to see how many recreational activities they can think of for that kind of weather. For example:
- See a movie.
Go to a museum.
- d. The team with the most activities wins.

The Weather

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. b
2. f
3. a
4. d
5. c
6. e

Constructions Ahead!

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. She wants to have a picnic.
2. They want to go swimming.
3. He wants to go to a museum.
4. She wants to go skiing.
5. They want to watch TV.
6. They want to see a movie.

ExpressWays

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. c
2. a
3. b
4. f
5. d
6. e
7. i
8. g
9. h

InterView

Have students circulate around the room to conduct their interviews, or have students interview people outside the class. Students should then report back to the class about their interviews.

More Weather

1. Introduce the temperature vocabulary by copying the thermometer on page 137 onto the board. Point to the lower range and say, "It's cold" and write this phrase next to that range. Do the same for the *cool*, *warm*, and *hot* temperature ranges.
2. Introduce the model conversations.
 - a. Point to 30 degrees Centigrade on the thermometer and present the *Centigrade* conversation. Have students repeat chorally and individually.
 - b. Point to 80 degrees Fahrenheit on the thermometer and present the *Fahrenheit* conversation. Have students repeat chorally and individually.
 - c. Have pairs of student come to the board and create new conversations based on the models, pointing to the appropriate temperature on the thermometer on the board as they answer the question, "What's the temperature?"

3. State temperatures in Centigrade and Fahrenheit and have students respond, "It's hot," "It's warm," "It's cool," or "It's cold," depending on the temperature they hear. For example:

Teacher: It's twenty degrees Fahrenheit.
Student: It's cold.

Teacher: It's thirty degrees Centigrade.
Student: It's hot.

Variation 1: Have students give the temperatures.

Variation 2: Do the activity as a game, with two competing teams.

4. Introduce the weather vocabulary: *hazy*, *foggy*, *windy*, and *humid* by pointing to the illustrations in the book and saying the expression. Have students repeat chorally and individually.

InterActions

Have students write their weather forecasts, using the model provided in the text. Then call on students to be TV weather reporters, reporting the weather without referring to their written forecasts. Students may wish to make world weather maps to illustrate their forecasts.

Reflections

Have students discuss the questions in pairs or small groups, and then share their ideas with the class.

FOCUS

TOPICS

Social Communication: Invitations

Recreation: Recreational and Entertainment Activities

GRAMMAR

1. Want to

Do you **want to** go out for dinner tonight?

2. Time Expressions

Do you want to go dancing **tonight?**
tomorrow?
tomorrow night?
this Saturday night?
this Sunday afternoon?
this weekend?

3. Can

Maybe we **can** go out for dinner some other time.

I'm afraid I **can't**.

4. Have to

I **have to** work late.

FUNCTIONS

1. Invitations

Extending . . .

Do you want to *go out for dinner tonight?*

Declining . . .

I'm afraid I can't.

Maybe we can *go out for dinner* some other time.

2. Checking and Indicating Understanding

Checking One's Own Understanding

Tonight?

3. Ability/Inability

Expressing Inability

I'm afraid I can't.

4. Obligation

Expressing . . .

I have to *work late*.

5. Disappointment

That's too bad.

VOCABULARY

Recreation and Entertainment

bike ride
concert
dancing
dinner
play

Family Members

aunt
uncle

Sports

skiing

COMMENTARY

1. In this conversation Speaker A is inviting Speaker B out on a date. Up until recently in the United States, the man would invite the woman out to the movies, to dinner, or to another social activity. Today, it is acceptable for a woman to invite a man to go out.
2. Speaker B says, "Tonight?" (line 2) in order to confirm the time Speaker A has mentioned in the invitation. "I'm afraid I can't" (line 2) is a polite expression for refusing an invitation. "I'm afraid" in this expression means "I regret that." She adds, "I have to work late." It is polite to give a reason for refusing an invitation.
3. When Speaker A responds, "That's too bad" (line 3), he is expressing disappointment.
4. "Maybe . . . some other time" (line 4) is an expression commonly used when an invitation to a social activity is refused. It is meant to end the interaction positively and to encourage the person to invite the speaker out again.

GETTING READY

1. Use a calendar to practice the time expressions: *tonight, tomorrow, tomorrow night, this (Saturday) night, this weekend.*
 2. Use the illustrations in the text, your own visuals, or *ExpressWays* Picture Cards 141-145 and 155, 160 to practice the following activities: *go out for dinner, go skiing, go dancing, see a play, go to a concert, visit, go for a bike ride.*
- a. Write on the board:

Do you want to _____ tomorrow?

- b. Show the class a visual. Have students practice saying each of the activities. For example, "Do you want to (go out for dinner) tomorrow?"

THE MODEL CONVERSATION

1. **Set the Scene:** "Two co-workers are talking."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**

Language Note

The expression "go out for dinner" means go to a restaurant for dinner.

5. **Pair Practice.**

THE EXERCISES

Examples

1. A. Do you want to go skiing tomorrow?
B. Tomorrow? I'm afraid I can't. I have to go to the dentist.
A. That's too bad.
B. Maybe we can go skiing some other time.
2. A. Do you want to go dancing tomorrow night?
B. Tomorrow night? I'm afraid I can't. I have to baby-sit.
A. That's too bad.
B. Maybe we can go dancing some other time.

Before doing each exercise, use the right hand side of the illustration to teach what the person has to do: *go to the dentist* (Exercise 1), *baby-sit* (Exercise 2), *study* (Exercise 3), *visit my aunt and uncle* (Exercise 4), *clean the yard* (Exercise 5). Have students practice saying the phrases and check understanding.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

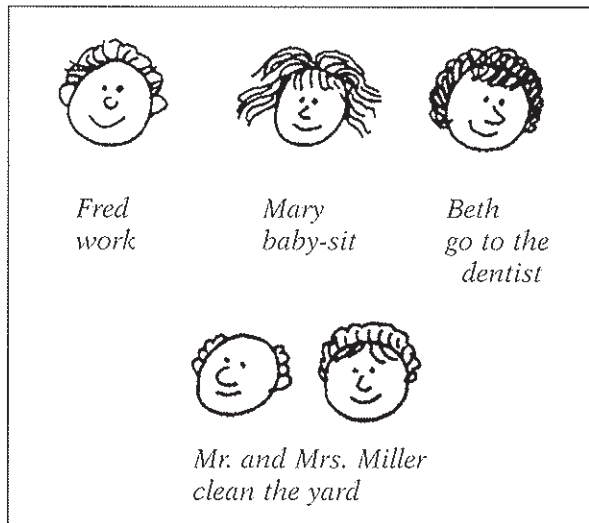
ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. Everyone Is Busy

Draw characters on the board. Tell why each one can't come to a picnic. For example:



- Say, "We're going to have a picnic this Saturday. Fred can't come. He has to work." Tell about the other characters.
- Ask, "Can Fred come to the picnic?" Have a student answer, "No, he can't. He has to work." Ask about the other characters.
- Write on the board:

A. Can you come to the picnic this Saturday?
B. Sure. That sounds like fun.
or
This Saturday? I'm afraid I can't.
I have to _____.

- Have students ask each other, "Can you come to the picnic this Saturday?" They answer, "Sure . . ." or "This Saturday? I'm afraid I can't. I have to (study)."

2. Role Play: I'm Afraid I Can't

- Make word cards for a variety of recreation activities or use your own visuals or *ExpressWay* Picture cards. Suggested activities:

see a play
go dancing
go to a concert
go for a bike ride
see a movie
go skiing
have a picnic
go to a museum
go swimming
go out for dinner

- Make word cards for a variety of tasks from student text page 138 and previous lessons. Suggested tasks:

work late	go to the clinic
go to the dentist	give a presentation
baby-sit	fix my car
study	wash my car
clean the yard	go to the airport
paint my kitchen	
go to the doctor	
go to the hospital	

- Write on the board:

A. Do you want to _____?
B. I'm afraid I can't. I have to
_____.

- Give Student A a card or visual that suggests a recreation activity. Give Student B a card that suggests a task, and have them role-play based on the model on the board.

3. True Regret?

- Have students reenact the model conversation and imagine how it would sound if the woman really *didn't* want to go out with the man, and how it would sound if she really *did* want to go out with him but couldn't because of her work.
- Have students practice the conversation with the two different dynamics of *polite* regret and *true* regret.
- Have students present their different versions of the conversation to the class. Have the class decide based on the presentation whether the woman really wants to or doesn't want to go out with the man.

4. *Obligation Game*

- a. Divide the class into several teams.
- b. Tell students to write down all the things they *have to do* — every day, every week, every month, and every year.
- c. Have students in each group work together to see how many *obligations* they can think of for each time interval. For example:

Every day

I have to go to school.
I have to go to work.
I have to wash the dishes.

- d. The team with the most obligations listed wins.

5. *Role Plays: Accepting and Declining Invitations*

- a. Make up various role-play cards for students to act out. For example:

A woman invites a man out for dinner. He doesn't want to go, so he makes an excuse. She really wants to go out with him sometime this week.

One friend invites another friend out to go dancing. The friend says "yes."

A friend invites another friend to go skiing. The friend wants to go but can't because of work.

A man invites a woman out to see a movie. She says "yes."

- b. Divide the class into pairs and have each pair develop a role play based on the situation. Have them look at the language for making plans on student text page 134 as well as page 138. Help each pair with any other vocabulary they may need.
- c. Have students practice their role plays in pairs and then present them to the class.

Constructions Ahead!

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. No, he can't. He has to
2. No, she can't. She has to
3. No, they can't. They have to
4. No, I can't. I have to
5. No, we can't. We have to

InterActions

Have pairs of students practice role-playing the activity and then present their role plays to the class.

FOCUS

TOPICS

Social Communication: Sharing Information
Employment/On the Job: Making Conversation
Recreation: Recreational Activities

GRAMMAR

Simple Past Tense

Did you **have** a good weekend?
Yes, I **did**.

What **did** you **do**?
I **washed** my car.

write–wrote
I **wrote** letters.

go–went
I **went** sailing.

read–read
I **read** a novel.

drive–drove
I **drove** to the beach.

FUNCTIONS

Asking for and Reporting Information

Did you *have a good weekend*?
Yes, I did.

What did you do?
I cleaned my house.

VOCABULARY

Recreation and Entertainment		Everyday Activities	
TV	Sports	bake	play
		clean	read
		drive	relax
golf sailing		fix	rest
		go	wash
		listen	watch
		paint	write
		plant	

COMMENTARY

Talking about weekend activities is a common way to *make conversation* with friends and co-workers.

GETTING READY

1. Introduce the past tense with the /t/ ending.

- a. Write on the board and have the class repeat:

relax	—	relaxed
wash	—	washed
fix	—	fixed
watch	—	watched
bake	—	baked

- b. Introduce *relax* with your own visual or *ExpressWays* Picture Card 161. Have the class repeat after you, "Relax. He relaxes every day."
- c. Next have the class repeat, "He relaxed yesterday."
- d. Ask a student, "What did he do yesterday?" Have the student answer: "He relaxed."
- e. Continue the practice with:

<i>wash (my) car</i>	Picture Card 164
<i>fix (my) roof</i>	Picture Card 169
<i>watch TV</i>	Picture Card 159
<i>bake</i>	Picture Card 172

2. Introduce the past tense with the /d/ ending.

- a. Write on the board and have the class repeat:

play	—	played
clean	—	cleaned
listen	—	listened

- b. Introduce *play golf* with your own visual or *ExpressWays* Picture Card 162. Have the class repeat after you, "Play. She plays golf every day."
- c. Next have the class repeat, "She played golf yesterday."
- d. Ask a student, "What did she do yesterday?" Have the student answer: "She played golf."
- e. Continue the practice with:

<i>clean (my) house</i>	Picture Card 165
<i>listen to CDs</i>	Picture Card 168

3. Introduce the past tense with the /ed/ ending.

- a. Write on the board and have the class repeat:

plant	—	planted
paint	—	painted
rest	—	rested

- b. Introduce *plant* with your own visual or *ExpressWays* Picture Card 163. Have the class repeat after you, "Plant. He plants flowers every day."
- c. Next have the class repeat, "He planted flowers yesterday."
- d. Ask a student, "What did he do yesterday?" Have the student answer: "He planted flowers."
- e. Continue the practice with:

<i>paint</i>	Picture Card 166
<i>rest</i>	Picture Card 170

4. Practice the regular verbs in the model conversations. Write on the board and have the class practice saying:

relax	—	relaxed
play	—	played
plant	—	planted

5. Introduce irregular verbs.

- a. Practice *write-wrote* with your own visual or *ExpressWays* Picture Card 146. Write on the board:

write	—	wrote
-------	---	-------

- b. Have the class repeat after you, "Write. He writes letters every day."
- c. Next have the class repeat, "He wrote letters yesterday."
- d. Ask a student, "What did he do yesterday?" Have the student answer: "He wrote letters."
- e. Tell students that many verbs in English are irregular in the past tense, and the book will always give them the irregular forms.
- f. Use *ExpressWays* Picture Cards 167, 171, and 173 to introduce *go-went*, *read-read*, and *drive-drove*. Practice these forms the same way you practiced *write-wrote*.

THE MODEL CONVERSATIONS

There are four model conversations. Introduce and practice each model before going to the next. For each model:

1. **Set the Scene:** "Two friends are talking about their weekends."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**

THE EXERCISES

Examples

1. A. Did you have a good weekend?
B. Yes, I did.
A. What did you do?
B. I washed my car.
2. A. Did you have a good weekend?
B. Yes, I did.
A. What did you do?
B. I cleaned my house.

Before doing the exercises, use the illustrations to introduce the new vocabulary: *go sailing* (Exercise 4), *CD* (Exercise 5), *rest* (Exercise 7), *novel* (Exercise 9). Have students practice saying the words and check understanding.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. Miming Game

- a. Place *ExpressWays* Picture Cards 161–173 in a pile in the front of the room.
- b. Have students take turns picking a card from the pile and pantomiming the action.
- c. The class must then guess what the action is.

Variation: This can be done as a game with two competing teams.

2. Find Someone Who . . .

- a. Write on the board:

Did you _____ last weekend?
Yes, I did.
No, I didn't.

- b. Model questions and answers and have students repeat:

A. Did you study last weekend?
B. Yes, I did.

A. Did you work last weekend?
B. No, I didn't.

- c. Collect some information about what students did last weekend.
- d. Put this information in the following form:

Find someone who . . .

1. relaxed last weekend. _____
2. worked last weekend. _____
3. washed his/her car last weekend. _____
4. cleaned the house last weekend. _____
5. read last weekend. _____
6. watched TV last weekend. _____
7. went sailing last weekend. _____
8. played golf last weekend. _____

- c. Have students circulate around the room, asking each other questions to find people who answer "Yes, I did" to the questions on the list.
- d. The first student to identify all the people wins.

3. Weekend Activities

- a. Have students take out a piece of paper and draw a line down the center of the page. At the top of the left column, have them write Things I Did and at the top of the right column, have them write Things I Didn't Do.
- b. Dictate various activities. For example:
 - baked
 - cleaned my house
 - drove to the beach
 - fix my car
 - painted a room in my house
 - planted flowers
 - played golf
 - read
 - relaxed
 - studied
 - visited members of my family
 - washed dishes
 - wrote letters
- c. Have students write the activities in either the left or right columns, depending on whether they *did* or *didn't* do them over the weekend.
- d. At the end of the dictation, have students compare their lists to see which activities people *did* and *didn't* do.

4. Scrambled Sentence Game

- a. Divide the class into groups of four.
- b. Make four sets of split sentence cards with verbs and objects from pages 140–141 of the student text. For example:

She fixed . . .	the roof.
He played . . .	golf.
They planted . . .	flowers.
We cleaned . . .	our garage.
He washed . . .	the dishes.
I wrote . . .	letters.
We painted . . .	the kitchen.
We listened to . . .	CDs.
He baked . . .	cookies.
She read . . .	a novel.

- c. Distribute the sets of cards to each group, keeping the verbs and objects in separate piles.
- d. Have students take turns picking up one card from each pile and reading the sentence to the group. For example:

He baked . . .	a novel.
----------------	----------

- e. The group decides if the sentence makes sense or doesn't make sense.
- f. After all the cards have been picked, have the group lay out all the cards and put together all the sentence combinations that *make sense*.

5. Story Dictation Game

- a. Make up a 4–5 sentence story about one of the scenes on page 140 of the student text, using several words from the lesson. Write the story in large print on a piece of paper. For example:

John had a busy weekend.
He cleaned the yard and planted flowers.
He also washed his car and painted his living room.
Now he wants to relax.

- b. Put the paper on the far side of the room or out in the hallway.
- c. Divide the class into pairs. One student from each pair runs to read the story and then returns to dictate the story to the partner. The runner may go back and forth as many times as necessary. The first pair to finish the story wins.

6. Chain Game: Last Weekend

- a. Have the class sit in a circle. Begin by saying, “Last weekend I had a lot of fun!”
- b. Student 1 adds to what you said. For example, “Last weekend I had a lot of fun! I played golf.” Student 2 repeats that and then says another item. For example: “Last weekend I had a lot of fun! I played golf and I watched TV.”
- c. Have students continue the chain around the circle until everyone has spoken once.

7. What's the Final Sound?

- a. Have students draw three columns on a piece of paper. At the top of the left column have students write /d/, at the top of the middle column write /t/, and at the top of the right column /ɪd/.
- b. Call out past forms of regular verbs. Have students write the verb under the appropriate column. For example:

<u>/d/</u>	<u>/t/</u>	<u>/ɪd/</u>
played	fixed	rested

8. What's the Object?

- a. Call out a verb that would take an object. For example:

see
watch
paint
clean
write

- b. Have students add appropriate objects. For example:

see:	a play/a concert/a movie
watch:	a game/TV
paint:	a picture/my kitchen
clean:	the yard/my room
write:	a letter/a novel

Variation: Do the activity as a game with two competing teams.

Constructions Ahead!

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. played
2. washed
3. went
4. watched
5. fixed
6. cleaned
7. read
8. planted
9. wrote
10. listened

Listen

Listen and choose the correct answer.

1. I baked a cake.
2. I write letters.
3. My husband fixed our roof.
4. Margaret watches the news on TV after dinner.
5. We rested all day.
6. The Petersons drive their children to school.
7. I go to work.
8. My wife and I went to a concert.
9. I wrote a letter.

Answers

- | | | |
|------|------|------|
| 1. a | 4. b | 7. b |
| 2. b | 5. a | 8. a |
| 3. a | 6. b | 9. a |

Your Turn

Have students discuss the activity as a class, in pairs, or in small groups. Then have students write their responses at home, share their written work with other students, and discuss in class.

More Constructions Ahead!

If you did not do Expansion Activity 2 on Teacher's Guide page 289, you should do the following:

- a. Write on the board:

Did you _____ last weekend?

Yes, I did.
No, I didn't.

- b. Model questions and answers and have students repeat:

A. Did you study last weekend?
B. Yes, I did.

A. Did you work last weekend?
B. No, I didn't.

- c. Have students look at the grammar chart at the top of student text page 143 and practice saying sentences with the different pronoun forms.

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

- | | |
|----------------------------------------|--------------------------------------------|
| 1. Did Bill play golf? | No, he didn't. He played tennis. |
| 2. Did Sally bake a cake? | No, she didn't. She baked cookies. |
| 3. Did you read a novel? | No, I didn't. I read a magazine. |
| 4. Did you and Tom wash the dishes? | No, we didn't. We washed the windows. |
| 5. Did the Pattersons go to the store? | No, they didn't. They went to the park. |
| 6. Did you plant roses? | No, I didn't. I planted tulips. |
| 7. Did I clean my room all right? | No, you didn't. You cleaned it very badly. |

What's the Sound?

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

<u>t</u>	<u>d</u>	<u>rd</u>
fixed	cleaned	planted
cooked	played	painted
watched	listened	rested

Figure It Out!

Do the activity as a class, in pairs, or small groups. You may want to do the activity as a game with competing teams. The team that figures it out by asking the fewest number of questions wins.

FOCUS

TOPIC

Recreation: Recreational and Entertainment Activities

GRAMMAR

1. Want to

I **want to** go jogging.

I **don't want to** play tennis.

2. Past Tense

We **played** tennis last weekend.

go-went

We **went** swimming.

have-had

We **had** a picnic.

take-took

We **took** a walk in the park.

drive-drove

We **drove** to the mountains.

FUNCTIONS

1. Advice-Suggestions

Offering . . .

Let's *do something outdoors today.*

2. Want-Desire

Inquiring about . . .

What do you want to do?

Expressing . . .

I want to *go jogging.*

I don't want to *play tennis.*

VOCABULARY

Recreation and Entertainment

beach
mountains
park
picnic
walk
zoo

Sports

basketball
golf
jogging
sailing
skating
swimming
tennis

COMMENTARY

1. "Let's . . ." (line 1) is a common way of making a suggestion.
2. "All right" (lines 2 and 6) is a positive reaction to a suggestion.
3. In line 6, "That sounds like fun" means "I like that idea or plan."

GETTING READY

1. Use your own visuals or *ExpressWays* Picture Cards 174–181 to introduce recreation vocabulary: *play tennis, go jogging, play basketball, go to the beach, take a walk, go to the zoo, drive to the mountains, go skating*. Use your own visuals or *ExpressWays* Picture Cards 156, 158, 162, and 167 to review: *have a picnic, go swimming, play golf, and go sailing*.
2. Introduce the irregular past tense verbs: *have–had, take–took*.

- a. Write on the board:

A. Do you want to _____ today?
B. No. I _____ yesterday.

- b. Write on a word card *have a picnic*, or hold up your own visual or *ExpressWays* Picture Card 156 and model:

A. Do you want to have a picnic today?
B. No. I had a picnic yesterday.

- c. Have the class repeat.
- d. Ask individual students, "Do you want to have a picnic today?" Students answer, "No. I had a picnic yesterday."
- e. Have pairs of students ask each other.
- f. Do the same for *drive to the mountains* (Picture Card 180).

THE MODEL CONVERSATION

1. **Set the Scene:** "A wife and husband are talking."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**

Culture Note

Jogging, running at a slow pace for exercise, is very popular in the United States.

5. **Pair Practice.**

THE EXERCISES

Examples

1. A. Let's do something outdoors today.
B. All right. But I don't want to go swimming. We went swimming last weekend.
A. Okay. What do you want to do?
B. I want to play basketball.
A. All right. That sounds like fun.
2. A. Let's do something outdoors today.
B. All right. But I don't want to have a picnic. We had a picnic last weekend.
A. Okay. What do you want to do?
B. I want to go to the beach.
A. All right. That sounds like fun.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. Practice Past Time and Giving Suggestions

Have pairs of students role-play using past time and giving suggestions.

- a. Give each student a word card, visual, or *ExpressWays* Picture Card. Activities can include:

go to a movie	go to the beach
go skiing	play golf
have a picnic	take a walk
go to a museum	go sailing
go swimming	go to the zoo
watch TV	drive to the mountains
play tennis	go skating
go jogging	go to a concert
see a play	go for a bike ride
go dancing	
play basketball	

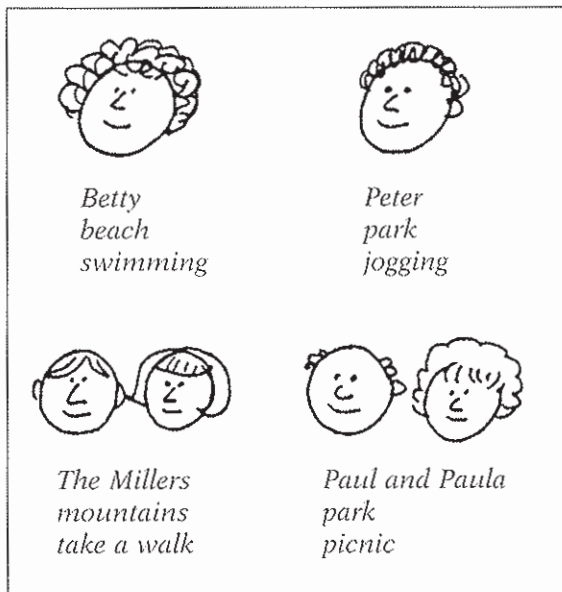
b. Write on the board:

- A. Do you want to _____?
B. No. I _____ yesterday.
Let's _____.

- c. Have Student A look at a word card or visual and ask, "Do you want to (go to a movie)?"
d. Student B looks at his or her word card or visual and responds, "No. I (went to a movie) yesterday. Let's (play basketball)."

2. Talking About What Other People Did Last Weekend

- a. Draw characters on the board and tell the class where they went and what they did last weekend. For example:



- b. Say, "Betty went to the beach last weekend. She went swimming."
c. Ask, "Where did Betty go last weekend? What did she do?"
d. Ask, "Did Betty go to the park?" Students answer, "No. She went to the beach."
Then ask, "Did she take a walk?" Students answer, "No. She went swimming."
e. Continue the practice with the other characters.

f. Write on the board:

- Where did _____?
What did _____?
Did _____?

- g. Have students ask each other about the characters on the board.

3. Discussion: What Did You Do Last Weekend?

- a. Write on the board:

What did you do last weekend?

- b. Tell the class what you did last weekend. Then have students ask each other about their weekends. Help with new vocabulary as needed.

4. What Should We Do Today?

- a. Have the class sit in a circle. Begin by saying, "What should we do today? I don't want to go swimming. I went swimming last week."
b. Student 1 adds to what you said. For example, "I don't want to go jogging. I went jogging last week."
c. Have students continue around the circle until everyone has spoken once.
d. End by saying, "Maybe we should just stay home!"

5. Picture Card Review

- a. Show students *ExpressWays* Picture Cards 141–147, 154–181.
b. Show each visual to the class. Have students ask and answer questions about the picture. For example:
Student 1: What did he do last weekend?
Student 2: He went to a concert.
c. Go around the class until every student has asked and answered a question.

Variation: Have students ask and answer additional follow-up questions. For example:

- Student 1: What kind of concert was it?
Student 2: A rock concert.
Student 1: Who performed?
Student 2: *The Green Onions*.
Student 1: Did he enjoy the concert?
etc.

6. Miming Game

- Put *ExpressWays* Picture Cards 141–147, 154–181 in a pile in the front of the room.
- Have students take turns picking a card from the pile and pantomiming the action.
- The class must then guess what the action is.

Variation: This can be done as a game with two competing teams.

7. Indoors or Outdoors?

- Have students draw two columns on a piece of paper. At the top of the left column have students write Indoors and at the top of the right have them write Outdoors.
- Call out activities from student text pages 132, 134, 138, and 140. Have students write the activity under the appropriate column. For example:

<u>Indoors</u>	<u>Outdoors</u>
watch TV	go skiing
write letters	go swimming

8. Tic Tac Verb Forms

- Have students draw a tic tac on a piece of paper and fill it in with the following verbs:
do
drive
eat
go
have
read
see
take
write

- Call out the past tense of any of these verbs. Tell students to cross out any present tense verb on their grid for which you have given a past tense form.
- The first person to cross out three verbs in a straight line — either vertically, horizontally, or diagonally — wins the game.
- Have the winner call out the words to check the accuracy.

ExpressWays

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. I went to the beach
2. We had a picnic
3. I played tennis
4. I drove to the city
5. We went sailing
6. I played basketball

Listen

Listen and put the number next to the appropriate picture.

1. I went skiing last weekend.
2. Mr. and Mrs. Benson went to the zoo yesterday.
3. Martha played golf this morning.
4. Jerry went swimming this afternoon.
5. I went to a museum this weekend.
6. Yesterday morning I drove to the mountains.

Answers

<u>4</u>	<u>1</u>	<u>5</u>
<u>2</u>	<u>3</u>	<u>6</u>

Reflections

Have students discuss the questions in pairs or small groups, and then share their ideas with the class.

InterView

Have students circulate around the room to conduct their interviews, or have students interview people outside the class. Students should then report back to the class about their interviews.

FOCUS

TOPICS

Social Communication: Sharing Information
Recreation: Recreational and Entertainment Places
Recreational and Entertainment Activities

GRAMMAR

1. Past Tense

To Be

You **weren't** home.
I **wasn't** home.
I **was** at the movies.

see-saw

I **saw** "Dancing in the Park."

hear-heard

I **heard** the Philadelphia Orchestra.

have-had

I **had** moussaka.

go-went

I **went** with Millie Hawkins.

2. WH-Questions

Who did you hear?
What movie did you see?

FUNCTIONS

1. Asking for and Reporting Information

I was at *the movies*.
What *movie* did you *see*?
Who did you *hear*?

2. Satisfaction/Dissatisfaction

Inquiring about . . .
Did you enjoy it?
Expressing Satisfaction
Yes. It was excellent.

VOCABULARY

Recreation and Entertainment

baseball stadium
concert hall
county fair
movie (the movies)
restaurant
theater




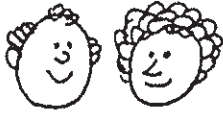
COMMENTARY

1. When Speaker A says, "but you weren't home" (line 1), he is expecting Speaker B to say where she was.
2. In line 2, Speaker B says, "That's right" to confirm that indeed she wasn't home the prior evening.
3. "Oh" (line 3) is said to acknowledge the information that Speaker B has given ("I was at the movies").

GETTING READY

Practice *was/were*.

- a. Write on the board:

 Karen at work	 Donald home
Yes, _____ was. No, _____ wasn't.	
 Mr. and Mrs. Weaver at the movies	 Mr. and Mrs. Stewart at a party
Yes, _____ were. No, _____ weren't.	

- b. Tell the class about Karen. For example, "Karen was at work yesterday evening. She wasn't home."
- c. Have the class practice saying these two sentences.
- d. Then ask:

Where was Karen yesterday evening?
(She was at work.)
Was she at work?
(Yes, she was.)
Was she at home?
(No, she wasn't.)

Indicate the correct responses on the board.
Call on individual students to answer.

- e. Continue in the same way with the other characters on the board.

THE MODEL CONVERSATION

1. **Set the Scene:** "Two co-workers are talking."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**

THE EXERCISES

Examples

1. A. Where were you yesterday evening?
I called you, but you weren't home.
B. That's right. I wasn't. I was at the concert hall.
A. Oh. Who did you hear?
B. I heard the Philadelphia Orchestra.
A. Did you enjoy it?
B. Yes. It was excellent.
2. A. Where were you yesterday evening?
I called you, but you weren't home.
B. That's right. I wasn't. I was at the theater.
A. Oh. What play did you see?
B. I saw "The Friendly Garden."
A. Did you enjoy it?
B. Yes. It was excellent.

Before doing each exercise, go over the new vocabulary: *concert hall*, *orchestra* (Exercise 1), *play* (Exercise 2), *Greek*, *moussaka* (Exercise 3), *baseball stadium*, *game* (Exercise 4), *county fair* (Exercise 5). Have students practice saying the words and check understanding.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

Culture Notes

Exercise 1: Philadelphia is a large city in Pennsylvania.

Exercise 3: Moussaka is a Greek dish that consists of ground lamb, onions, tomatoes, eggplant, and cheese.

Exercise 4: The New York Yankees and the Boston Red Sox are baseball teams.

Exercise 5: A county is a subdivision of a state. A "county fair" is an event that features competitive exhibitions and contests centering around farm products and animals.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. WH-Questions: Ted's Vacation

- a. Write on the board:

Mon.	Tues.	Wed.	Thurs.
a ballgame Yankees/ Red Sox	a concert "The Who"	a movie "Star Wars"	a restaurant chicken

Fri.	Sat.	Sun.
a party with Mary	a play "Romeo and Juliet"	a disco with Helen

- b. Say, "Ted was on vacation last week." Have the class look at Ted's schedule. Call on students to answer questions about Ted's vacation. For example, ask:

Where was Ted on (Monday) evening?
What (game) did he see?

- c. Continue asking about the rest of Ted's week.

2. Asking WH-Questions: Donna's Vacation

- a. Write on the board:

Where _____ on _____?
Who/What _____?

Mon.	Tues.	Wed.	Thurs.
_____	_____	_____	_____
_____	_____	_____	_____
Fri.	Sat.	Sun.	
_____	_____	_____	
_____	_____	_____	

- b. Say, "Donna was on vacation last week, too." Have students ask each other about Donna's vacation. Write the information on the board that students *invent*. For example:

- A. Where was Donna on Monday?
B. She was (at a disco).
A. (Who did she go with?)
B. (Her sister.)

3. Information Gap: A Week in the Life of . . .

- a. Make up a schedule for a real or imaginary person. Divide the information between two different schedules. For example:

Schedule A:

Sun.	Mon.	Tues.	Wed.
	7:00 p.m. go to a baseball game	8:00 p.m. go to a rock concert	

Thurs.	Fri.	Sat.
	8:00 p.m. have dinner with my friend Jane	

Schedule B:

Sun.	Mon.	Tues.	Wed.
10:15 a.m. go skating			8:00 p.m. see a play— "The Lions"

Thurs.	Fri.	Sat.
7:15 p.m. see a movie— "County Fair"		visit my aunt and uncle in the nursing home

- b. Divide the class into pairs. Give each member of the pair a different schedule. Have students share their information and fill in their schedules. For example:

Student A: This person went to a baseball game on Monday evening at 7:00.

Student B: Okay. [writes the information in Schedule B]. He also went to see a play on Wednesday evening at 8:00.

- c. The pairs continue until each has a filled calendar.
d. Have students look at their partner's schedule to make sure they heard the information correctly.

4. Find Someone Who . . .

- Collect some information about what students did last week.
- Put this information in the following form:

Find someone who . . .	
1. saw "Dances with Monkeys."	_____
2. went out to dinner Friday night.	_____
3. heard "The Kings" play on Friday.	_____
4. went dancing on Thursday night.	_____
5. was home all weekend.	_____

- Have students circulate around the room asking each other questions to identify the above people.
- The first student to identify all the people wins.

5. What's the Object?

- Call out a verb that takes an object. For example:
see
watch
hear
have
- Have students add appropriate objects. For example:
see: a play/ a concert/ a movie
watch: a game/ TV
hear: a concert/ a sound
have: breakfast/ moussaka

Variation: Do the activity as a game with two competing teams.

6. Class Survey: The Best of . . .

- Write on the board:

plays movies concerts

- Have students conduct a class survey to find out what students think are currently the best plays, movies, and concerts in their community.
- Have students compile their results, duplicate them, and distribute them around the school as their Entertainment Guide: "The Best of (your community)."

CrossTalk

First have students look at the photographs and identify the settings. 1) *Movies*: a man is buying a ticket; 2) *Restaurants*: a man is eating at a restaurant; 3) *Sporting Events*: people are watching a baseball game at a stadium.

Then have students work in pairs and share with the class what they talked about.

Community Connections

Have students do the activity individually, in pairs, or in small groups and then report back to the class.

Constructions Ahead!

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

- | | |
|------------------|------------------|
| 1. Were | was |
| 2. Were | were, were |
| 3. wasn't | was |
| 4. were, weren't | was, was |
| 5. was | was, wasn't, was |

What's the Answer?

- | | |
|------------|----------|
| 1. was | 9. was |
| 2. weren't | 10. were |
| 3. wasn't | 11. were |
| 4. was | 12. were |
| 5. was | 13. were |
| 6. weren't | 14. was |
| 7. was | 15. was |
| 8. were | |

Reading: *Howie Just Wanted to Have Fun!*

Preview: Have students discuss the following questions:

What is Howie doing in each illustration?
Is he having fun?

Then have students read the passage silently, or have them listen to the passage and take notes as you read it or play the audiotape.

Your Turn

Have students discuss the activity as a class, in pairs, or in small groups. Then have students write their responses at home, share their written work with other students, and discuss in class.

Yes, No, or Maybe?

- | | |
|----------|----------|
| 1. Yes | 7. Yes |
| 2. No | 8. Maybe |
| 3. Yes | 9. Yes |
| 4. Maybe | 10. No |
| 5. Yes | 11. No |
| 6. Maybe | 12. No |

FOCUS

TOPICS

Social Communication: Sharing Information
Making Conversation

Recreation: Sports

GRAMMAR

1. Questions

What do you like to do?

How about you?

Did you do yoga today?

2. Like to

What do you **like to** do for exercise?

I **like to** do yoga.

3. Simple Past Tense

Did you **swim** today?

Yes, I **did**.

swim-swam

I **swam** this morning.

FUNCTIONS

1. Asking for and Reporting Information

How about you?

2. Likes/Dislikes

What do you like to do *for exercise*?

I like to *do yoga*.

3. Reacting to Information

Oh.

That's interesting.

VOCABULARY

Recreation

exercise

swim

yoga

COMMENTARY

1. Talking about leisure activities is a common topic of conversation.
2. Exercise is a popular recreational activity in the United States. More and more, people are realizing the importance of regular physical activity.
3. Yoga is a Hindu system of exercises for stretching and strengthening the body.

GETTING READY

Use your own visual or *ExpressWays* Picture Card 182 to introduce: *do yoga*. Ask students: Do you like to do yoga?

THE MODEL CONVERSATION

1. **Set the Scene:** "Two people are talking over dinner in a restaurant."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**

Now have pairs of students create and present original conversations based on the model. (You may want to assign this as homework, having students prepare their conversations, practice them the next day with another student, and then present them to the class.) Students should present their conversations without referring to the written text, but they also should not memorize them. Rather they should feel free to adapt and expand them any way they wish.

EXPANSION

Class Survey: Favorite Sports

- a. Have students interview each other about their favorite sports or forms of exercise. Make sure students ask each other how often they do these.
- b. Have students share their information with the class and compile a chart with the type of sports and the frequency with which students do them.

Constructions Ahead!

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. likes to
2. like to, likes to
3. like to
4. like to, like to, like to, likes to
5. like to, likes to, likes to, like to, like to

CrossTalk

Have students first work individually to write down their likes and dislikes, and then compare their lists with a partner. Then have students share their findings with the class.

Looking Back

Have students look at the vocabulary list. Encourage them to ask you any questions they have about the meaning or pronunciation of any of the words. If students ask for the pronunciation, repeat after the student until the student is satisfied with his or her pronunciation of the word.

Vocabulary Review Activities

To review the vocabulary introduced in the unit do any of the following activities.

1. Beanbag Toss

- a. Call out a topic from the unit — for example: *recreation and entertainment*.
- b. Have students toss a beanbag back and forth. The student to whom the beanbag is tossed must name a word in that category. For example:

Student 1: bike ride
[throws ball to Student 2]
Student 2: the movies

- c. Continue until all the words in the category are named.

2. Drawing Game

- a. Write down on two sets of cards the vocabulary from this unit that can be *drawn*.
- b. Place the two piles of cards on a table or desk in the front of the room. Also place a pad of paper and pencil next to each team's set of cards.
- c. Divide the class into two teams. Have each team sit together in a different part of the room.
- d. When you say "Go!", a person from each team comes to the front of his or her team, picks a card from the pile, and draws the word. The rest of the team then guesses what the word is.
- e. When a team correctly guesses a word, another team member picks a card and draws the word written on that card.
- f. Continue until each team has guessed all the words in their pile.

3. Letter Game

- a. Divide the class into two teams.
- b. Decide on one of the topic categories from the unit — for example: *sports*. Say "I'm thinking of a sports word that starts with *s*."
- c. The first person to raise his or her hand and guess correctly (*sailing*) wins a point for the team.
- d. Continue with other letters of the alphabet.

The team that gets the most correct answers wins the game.

4. Student-Led Dictation

- a. Tell each student to choose a word from *Looking Back* and look at it very carefully.
- b. Have students take turns dictating their words to the class. Everybody writes down that student's word.
- c. When the dictation is completed, call on different students to write each word on the board to check the spelling.

5. Category Game

- a. Divide the class into groups of four students.
- b. Write out the following cards and give a different one to each student in the group.

Things People Do Outdoors:

bike ride
skiing
have a picnic
walk

Things We Do to Take Care of the House:

clean
fix
paint
plant

Things People Do Inside:

watch TV
go dancing
go to a museum
see a movie

Weather That Isn't Sunny:

cloudy
foggy
raining
snowing

- c. Have the student announce the category to the group and then give a clue for the first word. For example:
"Things People Do Outdoors.
People do this on a mountain in the winter."
- d. The group members try to guess the word.
[skiing]
- e. The game continues until all the students in the group have given clues for the words in their categories. The person who guesses the most words wins the game.

Have students talk about the people and the situations, and then present role plays based on the scenes. Students may refer back to previous lessons as a resource, but they should not simply re-use specific conversations. (You may want to assign this as homework, having students prepare their conversations, practice them the next day with another student, and then present them to the class.)

**1. FOCUS: Clothing: Articles of Clothing,
Describing Clothing,
Selecting Clothing**

Department Store: Locating Items

A customer is talking to a salesperson in a department store.

**2. FOCUS: Department Store: Purchasing an
Item, Sales**

**Money: Amounts of Money, Paying
for Goods, Discounts**

A customer is talking to a cashier in a department store.

**3. FOCUS: Department Store: Returning an
Item, Expressing Dissatisfaction,
Requesting an Exchange,
Requesting Money Back**

A customer is returning an item at the Customer Service Counter in a department store.

4. FOCUS: Post Office: Mailing Packages

Someone is mailing a package at the post office.

**5. FOCUS: Recreation and Entertainment:
Making Plans, Extending
Invitations, Accepting Invitations**

Someone is inviting another person to go out and the person is accepting the invitation.

**6. FOCUS: Recreation and Entertainment:
Making Plans, Extending
Invitations, Declining Invitations**

Someone is inviting another person to go out, but the person is declining the invitation.

**7. FOCUS: Recreation and Entertainment:
Talking about Weekend Activities**

Two co-workers are talking on Monday morning about what they did over the weekend.

**8. FOCUS: Recreation and Entertainment:
Talking about Likes and Dislikes**

Two people on a date are talking in an ice cream shop.