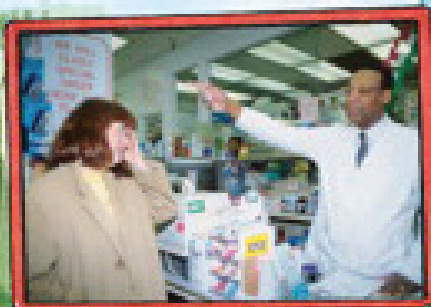


Teacher's Guide

ExpressWays

Second Edition



Steven J. Molinsky
Bill Bliss



longman.com

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EXIT 2

OVERVIEW

Student Text
Pages 19–34

Topics

Functions

Grammar

P. 20 What's New with You?

Social Communication:
Sharing Information

Initiating a Topic
Asking for and Reporting
Information
Congratulating

Past Tense

P. 22 Is Anything Wrong?

Social Communication:
Sharing Information

Initiating a Topic
Asking for and Reporting
Information
Sympathizing

Past Tense

Pp. 24–25 Can I Ask You a Question?

Social Communication:
Sharing Information

Attracting Attention
Initiating a Topic
Asking for and Reporting
Information
Certainty/Uncertainty

Yes/No Questions
Negative Sentences
Tense Review

P. 28 What Are You Going to Do This Weekend?

Social Communication:
Sharing Information

Intention
Surprise–Disbelief
Agreement/Disagreement
Certainty/Uncertainty
Probability/Improbability
Leave Taking

Future: Going to
Future: Will

P. 30 Tell Me a Little About Yourself

Social Communication:
Sharing Information

Asking for and Reporting
Information
Hesitating

Tense Review
Question Formation



Grammar This Exit

Yes/No Questions

Is our English teacher going to quit?
Are they going to lay off the workers on the night shift?
Do the bus drivers plan to go on strike?
Does our supervisor want to shorten our coffee break?
Did the boss fire Fred this morning?
Was our gym teacher in the 1992 Olympics?

Negative Sentences

Our English teacher **isn't** going to quit.
They **aren't** going to lay off the workers on the night shift.
The bus drivers **don't** plan to go on strike.
Our supervisor **doesn't** want to shorten our coffee break.
The boss **didn't** fire Fred this morning.
Our gym teacher **wasn't** in the 1992 Olympics.

Question Formation

What do you want to know?
Where are you from?
Are you originally from around here?
Do you have any brothers and sisters?

Functions This Exit

Asking for and Reporting Information

What's new with you?
What's happening with you?
What's new?
What's happening?
Nothing much.
How about you?
And you?
Is anything wrong?
Where did you hear that?
Who told you that?

Simple Present Tense

I **have** a brother and two sisters.
Our supervisor **wants** to shorten our coffee break.
I'm originally from Chicago.
Santa Claus **is** just "make believe!"

Past Tense

I just **passed** my driver's test!
I just **got** a big raise!
My wife **had** a baby girl last week!
My husband and I **won** the state lottery!
My daughter **broke up** with her fiancé.
I **was** born there, I **grew** up there, and I **went** to school there.
You **did**?
I **didn't** get the raise!

Future: Going to

What are you **going to** do this weekend?
I'm **going to** clean out my attic.
My husband and I are **going to** repaint our kitchen.

Future: Will

I'll probably visit my grandchildren.

Tell me a little about yourself.

What do you want to know?

What do you do?
Do you have any brothers and sisters?
Are you originally from around here?

Congratulating

That's great!
That's wonderful!
That's fantastic!
Congratulations!

Sympathizing

That's too bad!
That's a shame!
What a shame!

I'm very sorry to hear that.
I'm very sorry.
I'm so sorry.

Intention

Inquiring about . . .

What are you going to do *this weekend*?

Expressing . . .

I'm going to *clean out my attic*.

Attracting Attention

Mohammed?

Agreement/Disagreement

Expressing Agreement

I suppose so.

Certainty/Uncertainty

Expressing Certainty

I'm sure _____.

Expressing Uncertainty

I'm not sure.
I don't know for sure.
I'm not positive.

Surprise-Disbelief

Repaint your kitchen?!

Probability/Improbability

Expressing Probability

I'll probably
I'll most likely
I'm pretty sure I'll } *visit my grandchildren.*

Leave Taking

Have a good weekend!
You, too.

Initiating a Topic

What's new with you?
What's happening with you?
What's new?
What's happening?

Can I ask you a question?
Can I ask you something?

I have some good news.

You seem upset.

Hesitating

Gee . . . uh.

I don't know where to begin.

Well . . .

PREVIEWING EXIT 2: 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.

FOCUS

TOPIC

Social Communication: Sharing Information

GRAMMAR

Past Tense

I just **got** a big promotion!
My wife **had** a baby girl last week!
My husband and I **won** the lottery!

FUNCTIONS

1. Initiating a Topic

What's new with you?
What's happening with you?
What's new?
What's happening?
I have some good news.

2. Asking for and Reporting Information

What's new with you?
What's happening with you?
What's new?
What's happening?
Nothing much.

3. Congratulating

That's great!
That's wonderful!
That's fantastic!
Congratulations!

COMMENTARY

1. The tone of this dialog suggests the informality common between friends who see each other regularly.
2. "Congratulations!" is the standard expression for congratulating people on a personal accomplishment (such as success in school or a job promotion), a happy turning point in life (such as a marriage or a birth), or a lucky event (such as winning a prize).

GETTING READY

Have students practice using _____ *did?! to react to and show interest in information about the past.*

- a. Make up a list of events in the recent past, preferably announcements that may interest your students.
- b. Read each one to the class (or have a student read each one). Ask students to respond by saying: "_____ did?!" ("You did?!" "He did?!" "She did?!" "They did?!" "It did?!")
For example:

- A. Mrs. Smith had a baby girl two days ago!
B. She did?!
- A. My car broke down on the highway last night!
B. It did?!
- A. The man sitting next to me on the bus this morning fainted!
B. He did?!
- A. My children gave me a new watch for my birthday!
B. They did?!

THE MODEL CONVERSATION

1. **Setting the Scene.** Have students look at the model illustration. Set the scene: "Two friends are jogging in a park. They see each other, and they start talking."
2. **Listening to the Model.** With books closed, have students listen to the model conversation — presented by you, by a pair of students, or on the audiotape.
3. **Class Practice.** With books still closed, model each line and have the whole class repeat in unison.
4. **Reading.** With books open, have students follow along as two students present the model. Ask students if they have any questions and check understanding of vocabulary.

5. **Pair Practice.** In pairs, have students practice the model conversation.
6. **Alternative Expressions.** Present to the class each sentence of the dialog containing a footnoted expression. Call on different students to present the same sentence, but replacing the footnoted expression with its alternatives. (You can cue students to do this quickly by asking, "What's another way of saying that?" or "How else could he/she/you say that?")

THE EXERCISES

Examples

1. A. What's new with you?
B. Nothing much. How about you?
A. Well, actually, I have some good news.
B. Really? What?
A. I just passed my driver's test!
B. You did? That's great!
Congratulations!
2. A. What's happening with you?
B. Nothing much. How about you?
A. Well, actually, I have some good news.
B. Really? What?
A. My wife had a baby girl last week!
B. She did? That's wonderful!
Congratulations!

Before doing each exercise, check students' understanding of the vocabulary and introduce any unfamiliar words or phrases. Have students use the footnoted expressions or any of their alternatives as they do the exercises.

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: "Driver's test." To get a driver's license, drivers in the United States must take a written test and a road (driving) test. States typically require that applicants take a driver's education course and be at least 16 years old.

Exercise 3: In the United States, some states have state-operated lotteries, or gambling games, for which tickets are sold and daily and weekly winners are awarded money. These lotteries enable states to raise public funds.

Exercise 4: Young adults in the United States usually move out of their parents' home soon after completion of their high school or college education or career training. For most young people, this move coincides with getting a job, graduating from college, or getting married. Speaker A is happy that his 32-year-old son has finally moved away from home.

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. Extend the Conversation

- Divide the class into pairs.
- Have each pair select one of the situations on page 20 of the student text and role-play a continuation of the conversation between the two characters.
- Have students present their role plays to the class.

2. Telephone

- Divide the class into large groups. Have each group sit in a circle.
- Invent* a news story with many details, and whisper it to one student.
- That student whispers the story to the second student, and so forth around the circle.
- When the story gets to the last student, that person says it aloud or writes it on the board. Is it the same story you started with? The group with the most accurate story wins.

3. Appropriate and Inappropriate News

The amount and type of news that people share with each other varies from culture to culture.

- Have students draw two columns on a piece of paper. Have students write Appropriate at the top of one column and Inappropriate at the top of the other.
- Tell the students that they are going to decide what is appropriate and what is inappropriate for two co-workers to talk about during a break at work.

- Call out different pieces of news, and have students write them under either one of the columns. For example:

"I just got engaged."

"I lost six pounds on my new diet."

"My brother just got married."

"I just got a raise of \$3.50 an hour."

- Have students compare their lists.

4. Chain Story: A Fantastic Day

- Begin by saying, "Today was a special day. This morning I had breakfast in bed."
- Student 1 repeats what you said and adds another item. For example: "This morning I had breakfast in bed. The sun was shining, and the weather was wonderful."
- Continue around the room in this fashion, with each student repeating what the previous one said and adding another sentence.
- Do the activity again, beginning and ending with different students.

If the class is large, you can divide students into groups to give students more practice with past tense.

5. You Did?! She Did?!

- Have students sit in a circle and toss a beanbag back and forth. The student who throws the beanbag makes a statement about something good that happened. The student to whom the beanbag is tossed must react with the appropriate phrase and intonation. For example:

Student 1: This morning I found ten dollars on the street!
[tosses the beanbag to Student 2]

Student 2: [catches the beanbag and reacts to the good news]
You did?! That's great!
My sister won the lottery yesterday!
[tosses the beanbag to Student 3]

Student 3: [catches the beanbag and reacts to the good news]
She did?! That's wonderful!

- Continue until everyone has had a turn.

ExpressWays

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

1. left
2. got
3. found
4. gave
5. won
6. left

CrossTalk

Have students first work in pairs and then share with the class what they talked about.

FOCUS

TOPIC

Social Communication: Sharing Information

GRAMMAR

Past Tense

I **got** a ticket for speeding on my way to work this morning!

I **didn't get** the raise I was hoping for!

FUNCTIONS

1. Initiating a Topic

You seem upset.

2. Asking for and Reporting Information

Is anything wrong?

3. Sympathizing

That's too bad!

That's a shame!

What a shame!

I'm very sorry to hear that.

I'm very sorry.

I'm so sorry.

COMMENTARY

1. "You seem upset." This personal comment on Speaker B's appearance, along with the question "Is anything wrong?," suggests that Speaker A knows speaker B well.
2. "As a matter of fact" is the equivalent of "Now that you mention it." Speaker B uses this expression to introduce the bad news.

GETTING READY

Have students practice using _____ *didn't?!?* to react to and show interest in negative statements about the past.

- a. Make up a list of events in the recent past involving a negative statement, preferably announcements that may interest your students.

- b. Read each one to the class (or have a student read each one). Ask students to respond by saying: "_____ didn't?!" ("You didn't?!" "He didn't?!" "She didn't?!" "They didn't?!" "It didn't?!") For example:

A. You know what happened at my apartment last night? The electricity didn't work!

B. It didn't?!

A. Yesterday I saw a man drive through a red light. There was a police officer right there, and he didn't do anything about it!

B. He didn't?!

A. This morning I was in a hurry, and I didn't lock my front door!

B. You didn't?!

- A. My sister lost her wedding ring yesterday. She looked everywhere, but she didn't find it!
- B. She didn't?!

THE MODEL CONVERSATION

- Setting the Scene.** Have students look at the model illustration. Set the scene: "Two people are at work. They work together every day. Right now, one of them is upset."
- Listening to the Model.** With books closed, have students listen to the model conversation — presented by you, by a pair of students, or on the audiotape.
- Class Practice.** With books still closed, model each line and have the whole class repeat in unison.
- Reading.** With books open, have students follow along as two students present the model. Ask students if they have any questions and check understanding of vocabulary.
- Pair Practice.** In pairs, have students practice the model conversation.
- Alternative Expressions.** Present to the class each sentence of the dialog containing a footnoted expression. Call on different students to present the same sentence, but replacing the footnoted expression with its alternatives. (You can cue students to do this quickly by asking, "What's another way of saying that?" or "How else could he/she/you say that?")

THE EXERCISES

Examples

- A. You seem upset. Is anything wrong?
 - B. Yes, as a matter of fact, there is.
 - A. Oh? What?
 - B. My son wrecked the car last night!
 - A. He did? That's too bad! I'm very sorry to hear that.
- A. You seem upset. Is anything wrong?
 - B. Yes, as a matter of fact, there is.
 - A. Oh? What?
 - B. I didn't get the raise I was hoping for!
 - A. You didn't? That's a shame! I'm very sorry.

Before doing each exercise, check students' understanding of the vocabulary and introduce any unfamiliar words or phrases. Have students use the footnoted expressions or any of their alternatives as they do the exercises.

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

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

Language Note

Exercise 3: The expression "broke up" (break up) means that the girl and boy have stopped dating.

Culture Notes

Exercise 4: Many people in the United States use plants to decorate their homes.

Exercise 5: Valentine's Day is celebrated each year on February 14th. On this day, people express their affection for friends, classmates, and loved ones by sending valentine cards. Special friends or loved ones also may exchange gifts, such as chocolate candy. Red hearts are the common symbol of Valentine's Day.

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. You Did?! She Did?!

- Have students sit in a circle and toss a beanbag back and forth. The student who throws the beanbag makes a statement about something bad that happened. The student to whom the beanbag is tossed must react with the appropriate phrase and intonation. For example:

Student 1: This morning my car broke down!
[tosses the beanbag to Student 2]

Student 2: [catches the beanbag and reacts to the bad news]
It did?! That's too bad!
This morning I slipped on some ice!
[tosses the beanbag to Student 3]

Student 3: [catches the beanbag and reacts to the bad news]
You did?! That's a shame!

- b. Continue until everyone has had a turn.

2. Good News and Bad News in Our Class

- a. Collect information about recent events in students' lives. Make sure each student in the class tells you a piece of news — either good or bad.
- b. Put this information in the following form:

Find someone . . .

- | | |
|--|-------|
| 1. who just got a new job. | _____ |
| 2. who just bought a new house. | _____ |
| 3. whose brother wrecked the family car. | _____ |
| 4. who just had a bicycle accident. | _____ |

- c. Have students circulate around the room, taking with each other about the recent events in their lives, using the model conversations on pages 20 and 22 of the student text as a guide. As students identify the people on the worksheet, they should write their names on the blank lines.
- d. The first student to identify all the people wins.

3. Telephone

- a. Divide the class into large groups. Have each group sit in a circle.
- b. *Invent* a detailed news story and whisper it to one student.
- c. That student whispers the story to the second student, and so forth around the circle.
- d. When the story gets to the last student, that person says it aloud or writes it on the board. Is it the same story you started with? The group with the most accurate story wins.

4. Listen Carefully!

- a. Tell the class a short story in the past tense.
- b. After you finish telling the story, make several statements in the past tense about the story. Some of the statements should be true, and some should be false.
- c. Students listen to the statements and decide if they are true or false. If a statement is false, have them correct it. For example:

Teacher: The little girl walked to the playground.

Student: False. She didn't walk. She rode her bicycle.

Variation: This activity can be done as a game with two competing teams. The teams take turns deciding whether the statements are true or false.

5. What Really Happened?

- a. Find two articles from two different newspapers about the same news event. Give each student a copy of both articles.
- b. Have students read the articles and compare them, working as a class, in pairs, or in small groups. For example, students might say:
- “In this article it says he didn't see the robber.”
- “In this article it says he identified the robber.”

6. Comparing Newspapers

- a. Tell students to find several news articles about the same event from different newspapers.
- b. Have them compare the quality of coverage, by answering the following questions:
- How were the articles different?
- Which article did you like the most? Why?
- Which article did you like the least? Why?
- Which article gave the most information?
- Which one do you trust the most? Why?
- c. Have students discuss their findings as a class, in pairs, or in small groups.

Fill It In!

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

1. didn't get
2. bought
3. didn't find
4. saw
5. wrote
6. didn't eat
7. didn't win
8. went
9. didn't take
10. made
11. had, woke

Answers

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

Community Connections

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

Listen

Listen and choose the most appropriate response.

1. I got the raise I was hoping for!
2. My husband wrecked our car last weekend!
3. My daughter broke up with her fiancé last week.
4. My wife got a big promotion!
5. Our next-door neighbor's apartment was robbed last night!
6. I'm really enjoying my classes.
7. I didn't pass my driver's test.
8. I had a wonderful time on my vacation.
9. My wife had a baby last night!

FOCUS

TOPIC

Social Communication: Sharing Information

GRAMMAR

1. Yes/No Questions

Is our English teacher going to quit?
Are they going to lay off the workers on the night shift?
Do the bus drivers plan to go on strike at midnight?
Did the boss fire Fred this morning?

2. Negative Sentences

Our English teacher **isn't** going to quit.
They **aren't** going to lay off the workers on the night shift.
The bus drivers **don't** plan to go on strike at midnight.
The boss **didn't** fire Fred this morning.

3. Tense Review

Our supervisor **wants** to shorten our coffee break!
The people across the hall **are getting** a divorce!
Mr. Davis **canceled** our final exam!
They're **going** to lay off the workers on the night shift!
Our gym teacher **was** in the 1992 Olympics!

FUNCTIONS

1. Attracting Attention

Mohammed?

2. Initiating a Topic

Can I ask you a question?
Can I ask you something?

3. Asking for and Reporting Information

Where did you hear that?
Who told you that?

4. Certainty/Uncertainty

Expressing Certainty
I'm sure _____.

VOCABULARY

Community	Education	Places of Work	Additional Employment Vocabulary
bus stop laundromat	English teacher final exam gym teacher locker room student teacher	corporation office	boss coffee break fire (v.) lay off night shift pay quit strike (n.) supervisor union meeting worker
Occupations		Places on the Job	
accountant bookkeeper bus driver secretary security guard		cafeteria elevator	

COMMENTARY

1. Calling a person's name is a very common way of getting his or her attention.
2. "Can I ask you a question?" is commonly used to preface a question.
3. "Where did you hear that?" (line 7) is commonly asked when people want to know the source of hearsay information.

GETTING READY

1. Introduce the names of occupations students will be practicing in this lesson. (See the Vocabulary above.) For each occupation, ask students, "What do _____s do?" For example:

Accountant: What do accountants do?

They work with numbers.

They prepare tax forms.

They make financial plans and handle money.

2. Introduce the terms *lay off*, *fire*, and *quit*. Check students' understanding of these ways in which people leave their jobs:
 - a. An employer can *lay off* an employee. This usually means that the job will not exist anymore. (We say the person *got laid off*.) Often the job ends because the company is having financial problems or is reorganizing.
 - b. An employer can *fire* an employee. (We say the person *got fired*.) If an employee does not or cannot do a satisfactory job, he or she risks getting fired.

- c. An employee can *quit* or can choose to leave his or her job.

THE MODEL CONVERSATION

1. **Setting the Scene.** Have students look at the model illustration. Set the scene: "Two students are talking. One of them is asking about something she overheard."
2. **Listening to the Model.** With books closed, have students listen to the model conversation — presented by you, by a pair of students, or on the audiotape.
3. **Class Practice.** With books still closed, model each line and have the whole class repeat in unison.
4. **Reading.** With books open, have students follow along as two students present the model. Ask students if they have any questions and check understanding of vocabulary.
5. **Pair Practice.** In pairs, have students practice the model conversation.
6. **Alternative Expressions.** Present to the class each sentence of the dialog containing a footnoted expression. Call on different students to present the same sentence, but replacing the footnoted expression with its alternatives. (You can cue students to do this quickly by asking, "What's another way of saying that?" or "How else could he/she/you say that?")

THE EXERCISES

Examples

1. A. Jimmy?
B. Yes?
A. Can I ask you a question?
B. Sure. What?
A. Did the boss fire Fred this morning?
B. No. The boss didn't fire Fred this morning. Where did you hear that?
A. I heard it in the cafeteria.
B. Well, I can't believe it's true. I'm sure it's just a rumor.
2. A. Carla?
B. Yes?
A. Can I ask you something?
B. Sure. What?
A. Do the bus drivers plan to go on strike at midnight?
B. No. The bus drivers don't plan to go on strike at midnight. Who told you that?
A. Someone mentioned it at the bus stop.
B. Well, I can't believe it's true. I'm sure it's just a rumor.

Before doing each exercise, check students' understanding of the vocabulary and introduce any unfamiliar words or phrases. Have students use the footnoted expressions or any of their alternatives as they do the exercises.

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

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

Language Note

Exercise 9: "To have to take a cut in pay" means to be forced to accept a lower salary.

Culture Notes

Exercise 7: "Coffee break." Employers in the United States usually give their employees a fifteen-minute "break," or rest time, in the morning and in the afternoon. Employers also usually give workers a lunch break. Most workers get a one-hour lunch break, or "lunch hour."

Exercise 11: "Santa Claus." Many young children in the United States believe that "Santa Claus" brings them presents on the night before Christmas. Many

companies use the image and story of Santa Claus in their advertising around Christmas time. Also, most large department stores hire people to "be Santa" and talk to children as they shop with their parents.

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. Twenty Questions

- a. Divide the class into groups of three or four.
- b. One student in each group thinks of something in one of the following categories:
 - a location at work
 - a location in the community
 - a location in the school
 - an occupation
- c. The other students in the group then try to guess the answer by asking yes/no questions. For example:

[thinking of the school library]

Student 1: I'm thinking of a location in our school.

Student 2: Do you go there every day?

Student 1: No.

Student 3: Do you like to go there?

Student 1: Yes.

Student 2: Are you going to go there today?

Student 1: Yes.

Student 3: Do we go there together as a class?

Student 1: Yes.

Student 2: Is it the school library?

Student 1: Yes.

- d. Have the remaining students in each group take their turn thinking of something for the others to guess.

2. Tic Tac News

- a. Draw a tic tac grid on the board, and fill it with auxiliary verbs. For example:

Is	Are	Will
Do	Did	Am
Does	Was	Were

- b. Divide the class into teams. Give each team a mark — X or O.
- c. Have each team ask a question that begins with one of the question words and then provide the answer to that question. If the question and answer are correct, the team puts its mark in that space. For example:

X Team: Does the president plan to run for reelection?
Yes, he does.

Is	Are	Will
Do	Did	Am
X	Was	Were

- d. The first team to mark out three boxes in a straight line — horizontally, vertically, or diagonally — wins.

3. *Class Discussion: Rumors*

- a. Divide the class into small groups.
- b. Have each group discuss the following questions:

How do rumors usually begin?

Why do people start rumors?

How do rumors spread?

What kinds of rumors are most common at work?

What kinds of rumors are most common at school?

What kinds of rumors are most common in a neighborhood?

How can rumors hurt people?

- c. Have the groups tell the whole class about their discussion.

Variation: Have students interview other students in the school about their attitudes towards rumors. Have students share their findings with the class and write up a summary, which can be submitted to the school newspaper or other publication.

Rumors

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

1. Is Bill going to move to
2. Did they get married
3. Does the boss plan to lay off
4. Are the teachers going to go
5. Does Alice want to
6. Did the Apex Company buy
7. Are we going to have to
8. Did Mr. Miller

More Rumors

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

1. didn't hear
2. didn't fire
3. don't have to shorten
4. aren't going to lay off
5. didn't get married
6. weren't talking
7. doesn't want to
8. isn't getting
9. it isn't/it's not

CrossTalk

Have each student write down one rumor. Then have students sit in a circle and take turns whispering their rumors. Several rumors can move through the circle at the same time, as long as the last person writes down the final version. When everyone has stopped whispering, they should compare the original and final versions.

FOCUS

TOPIC

Social Communication: Sharing Information

GRAMMAR

1. Future: Going to

What are you **going to** do this weekend?

My husband and I are **going to** repaint our kitchen.

2. Future: Will

I'll probably visit my grandchildren.

FUNCTIONS

1. Intention

Inquiring about . . .

What are you going to do *this weekend*?

Expressing . . .

I'm going to *clean out my attic*.

2. Surprise–Disbelief

Clean out your attic?!

3. Agreement/Disagreement

Expressing Agreement

I suppose so.

4. Certainty/Uncertainty

Expressing Uncertainty

I'm not sure.

I don't know for sure.

I'm not positive.

5. Probability/Improbability

Expressing Probability

I'll probably

I'll most likely

I'm pretty sure I'll

} *visit my grandchildren.*

6. Leave Taking

Have a good weekend!

You, too.

VOCABULARY

Housing

attic
chores
kitchen

Recreation and Entertainment

beach
Brownie troop
circus
garden
movie
TV

COMMENTARY

1. General questions about weekend plans are appropriate in friendly, informal conversations, or "small talk". Other common topics of small talk are the weather, local sports events, and popular entertainment, such as movies, TV shows, and popular music.
2. "Repaint your kitchen?!" It is common to express surprise or disbelief by repeating information using question (rising) intonation.
3. "I suppose so" (line 6) expresses agreement in a way that downplays or reduces the importance of the information. In this situation, Speaker B is expressing modesty about the large amount of work she is going to do on the weekend.
4. "What are YOUR plans?" (line 7). Capitalization of the word "YOUR" shows that this word is emphasized, or said more loudly.
5. "Well, have a good weekend!" (line 10). Here, "well" signals that speaker B is closing the conversation.
6. "You, too" (line 11) means "I hope you have a good weekend, too."

THE MODEL CONVERSATION

1. **Setting the Scene.** Have students look at the model illustration. Set the scene: "It's Friday. Two employees are asking each other about their plans for the weekend."
2. **Listening to the Model.** With books closed, have students listen to the model conversation — presented by you, by a pair of students, or on the audiotape.
3. **Class Practice.** With books still closed, model each line and have the whole class repeat in unison.
4. **Reading.** With books open, have students follow along as two students present the model. Ask students if they have any questions and check understanding of vocabulary.

5. **Pair Practice.** In pairs, have students practice the model conversation.
6. **Alternative Expressions.** Present to the class each sentence of the dialog containing a footnoted expression. Call on different students to present the same sentence, but replacing the footnoted expression with its alternatives. (You can cue students to do this quickly by asking, "What's another way of saying that?" or "How else could he/she/you say that?")

THE EXERCISES

Examples

1. A. What are you going to do this weekend?
B. I'm going to clean out my attic.
A. Clean out your attic?!
B. Yes.
A. You're certainly going to be busy!
B. I suppose so. How about you? What are YOUR plans for the weekend?
A. I'm not sure. I'll probably go to the beach.
B. Well, have a good weekend!
A. You, too.
2. A. What are you going to do this weekend?
B. I'm going to finish three term papers.
A. Three term papers?! You're certainly going to be busy!
B. I suppose so. How about you? What are YOUR plans for the weekend?
A. I don't know for sure. I'll most likely see a movie.
B. Well, have a good weekend!
A. You, too.

Before doing each exercise, check students' understanding of the vocabulary and introduce any unfamiliar words or phrases. Have students

use the footnoted expressions or any of their alternatives as they do the exercises.

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

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

Language Note

Exercise 2: A "term paper" is a lengthy, formal report for a school subject, usually containing footnotes and a bibliography. In some high school and college courses, a term paper may take the place of a final exam.

Culture Notes

Exercise 3: "Christmas shopping" refers to buying Christmas gifts. Many people in the United States exchange gifts with family members and close friends at Christmas.

Exercise 4: This situation is unusual because a typical birthday party for a young child would not include as many as thirty children.

Exercise 5: "Brownie troop." The younger members of the "Girl Scouts" organization are "Brownies" and are organized into small groups, or troops. The Girl Scouts, like the Boy Scouts, are clubs that usually focus on nature, camping, arts and crafts, and community service.

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. Find Someone Who . . .

- Collect some information about students' vacation plans.
- Put this information in the following form:

Find someone who . . .

- will probably go to Greece. _____
- is going to stay home and relax. _____
- is going to study for the TOEFL. _____
- is going to go to New York. _____
- will probably clean the house. _____

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

2. Our Weekend Plans

- Have students draw a column down the middle of a page and label the columns with the headings Certain Plans and Probable Plans. In the left column have them write three things they're *certain* they're going to do this weekend. In the right column have them write three things they think they'll *probably* do this weekend. Make sure they contrast the future with *going to* and the future with *will*. For example:

Certain Plans

I'm going to study English.
I'm going to clean my attic.

Probable Plans

I'll probably go to a movie.
I'll most likely go out for dinner.

- Have students compare their lists and talk about their weekend plans.

3. Role Play: A Tour of the City

- Have students pretend to be tour guides who are taking groups of tourists on an all-day bus tour of their town or city. In their role plays, students should include the names of real places in the area where they live.
- Write the following on the board or on a handout for students to use as a basis for their tour descriptions:

Welcome to (city) . This morning we're going to see many interesting sights. We're going to visit _____, _____, and _____. Then, we're going to have lunch at _____. I'm sure you'll enjoy it. The food there is excellent!

This afternoon we're going too see _____, _____, and _____. And this evening, if the weather is nice, we'll _____. If it rains, we'll _____.

I'm sure you'll all have a wonderful time today on our tour of _____.

ExpressWays

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

1. I'll finish
2. I'm going to write
3. I'll tell
4. you'll have to take
5. We're going to see
6. You're going to get
7. will come
8. She's going to take
9. I'll be

CrossTalk

Have students first work in pairs and then share with the class what they talked about.

Text Page 30:
INTERCHANGE: Tell Me a Little About Yourself

FOCUS

TOPIC

Social Communication: Sharing Information

GRAMMAR

1. Tense Review

I'm originally from Chicago.

I **have** a brother and two sisters.

I **was** born there, I **grew** up there, and I
went to school there.

2. Question Formation

Are you originally from around here?

Do you have any brothers and sisters?

Where are you from?

What do you do?

FUNCTIONS

1. Asking for and Reporting Information

Tell me a little about yourself.

What do you want to know?

What do you do?

Do you have any brothers and sisters?

Are you originally from around here?

How about you?

2. Hesitating

Gee . . . uh.

I don't know where to begin.

Well . . .

VOCABULARY

Education

high school
school

Occupations

dentist
journalist

**Personal
Information**

born
grew up

Family

brother
sister

COMMENTARY

1. In line 1, "So" implies that the speakers have already been talking and are now switching to a new topic of conversation. The overall tone and style of this conversation suggest that the speakers are just getting acquainted. Questions about place of birth, place of residence, and place of work are very appropriate topics in this context.
2. "Gee . . . uh" (line 2) is an expression speakers use when they wish to hesitate.
3. "How about _____?" is a convenient way of introducing a new topic and moving a conversation along. "How about you?" (line 7).
4. "By the way" (line 17) is used to introduce a new topic of conversation or signal a change in the conversation.
5. "What do you do?" (line 17) means "What profession or type of work do you do?"
6. "That's interesting" (line 20) shows that the new information has been heard and understood. Because it is routine, it does not carry much meaning. The speaker may or may not really find the information interesting.

GETTING READY

1. Have students use a map of the United States to locate these cities: Chicago, Illinois; Los Angeles, California; San Diego, California; and Cleveland, Ohio.
2. Introduce the expressions *was born*, *originally from*, *grew up*, and *live in*. You might do this by telling about yourself or someone you know and then asking students about themselves. For example:

"I was born in San Diego, California. I grew up there. I came to Los Angeles to go to college. Now I live in Los Angeles, but as I said, I'm originally from San Diego."

- a. Ask students about themselves:

Where were you born?
(I was born in _____.)
Where did you grow up?
(I grew up in _____.)
Where do you live now?
(I live in _____.)

- b. Ask about other students:

Where was _____ born?
Where did he/she grow up?
Where does he/she live now?
Where is he/she from originally?

THE MODEL CONVERSATION

1. **Setting the Scene.** Have students look at the model illustration. Set the scene: "Two people are talking at a party."
2. **Listening to the Model.** With books closed, have students listen to the model conversation — presented by you, by a pair of students, or on the audiotape.
3. **Class Practice.** With books still closed, model each line and have the whole class repeat in unison.
4. **Reading.** With books open, have students follow along as two students present the model. Ask students if they have any questions and check understanding of vocabulary.
5. **Pair Practice.** In pairs, have students practice the model conversation.

Now have pairs of students create and present original conversations using the model dialog as a guide. Encourage students to be inventive and to use new vocabulary. (You may want to assign this exercise as homework, having students prepare their original 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.

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.

Reflections

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

Listen

Listen and choose the correct answer.

1. A. Are you from Los Angeles?
B. No, I'm from Denver.
2. A. What do you do?
B. I'm a gym teacher.
3. A. I'm going to get a raise!
B. Me, too!
4. A. I just passed my driver's test!
B. Congratulations!
5. A. So, what's new?
B. All my employees plan to go on strike soon.
6. A. Is Fred going to quit?
B. Not as far as I know.
7. A. What did you do in Vancouver?
B. I went to college there.

8. A. Where are you from?
B. I was born in Taipei and lived there until I finished high school.
9. A. What did you do in England?
B. I was a journalist.
10. A. Do you have any children?
B. Yes. I have a boy and a girl.

Answers

- | | |
|------|-------|
| 1. b | 6. a |
| 2. b | 7. b |
| 3. a | 8. a |
| 4. b | 9. a |
| 5. a | 10. b |

Matching Lines

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

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

Reading: *The Weekend*

Preview: Have students discuss the following question:

What do you do on the weekend?

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.

True or False?

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

1. False
2. True
3. False
4. True
5. True
6. True
7. False

Do You Remember?

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

1. b
2. c
3. a
4. b
5. b
6. c

Cultural Intersections

Have students do the activity as a class, in pairs, or in small groups.

Looking Back

Have students look at the list of expressions. Encourage them to ask you questions 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.

Review Activities

To review the language introduced in the unit, do the following activities.

1. Association Game

- a. Divide the class into several teams.
- b. Call out a topic category from the *Looking Back* section on student text page 34.
- c. Have students in each group work together to see how many phrases they can associate with that category. For example:
 Congratulating: That's great!
 That's wonderful!
 That's fantastic!
- d. The team with the most items wins.

2. Create a Conversation!

- a. Divide the class into pairs of students.
- b. Tell each pair they have three minutes to make up a conversation using one item from each category from the *Looking Back* section on page 34 of the student text.
- c. Have students present their conversations to the class.

3. Famous People Party

- a. Have students choose a living person whom they admire. Have them do a little research into that person's life and find out some basic facts, such as the person's home, family, occupation, hobbies, and attitudes.
- b. Have the class role-play a party scene. Have students take on the *persona* of the celebrity they chose but not disclose that person's identity. To focus the student's language use, have them review the *Looking Back* section of Exits 1 and 2 before beginning the role play.
- c. At the end of the party, ask students how many *celebrities* they could identify.