

Teacher's Guide

ExpressWays

Second Edition

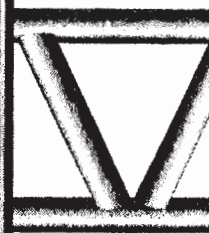


Steven J. Molinsky
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Teacher's Guide

ExpressWays

Second Edition



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EXIT 8

OVERVIEW Student Text Pages 159–178

Topics

Functions

Grammar

P. 160 *Traffic Is Terrible Today, Isn't It*

Social Communication:
Sharing Thoughts and
Opinions

Initiating Conversations
Asking for Repetition
Agreement/Disagreement

Tag Questions
Short Answers

P. 162 *Excuse Me for Interrupting*

Employment/On the Job:
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Interrupting
Checking and Indicating
Understanding
Correcting

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Employment/On the Job:
Asking for Clarification

Clarification
Checking and Indicating
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P. 166 *What You're Really Saying*

Employment/On the Job:
Asking for Clarification

Clarification
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P. 168 *I've Really Got to Go Now*

Social Communication:
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Asking for and
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P. 170 I'm Glad We Had a Chance to Talk

Social Communication:
Saying Good-bye

Leave Taking
Obligation

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Need to
Supposed to

Pp. 172–173 It Seems to Me . . .

Social Communication:
Sharing Thoughts and
Opinions

Initiating a Topic
Agreement/Disagreement
Asking for and
Reporting Information
Focusing Attention



Grammar This Exit

Sequence of Tenses

Our sales **have been** very disappointing this year.
I just **said** our sales **had been** very disappointing this year.

Reported Speech

I just **said** I thought we should see other people.
I just **said** we needed to control the nation's deficit this year.
I **didn't say** I wanted to break up.
I **didn't say** I was going to raise taxes.

Tag Questions

Traffic is terrible today, **isn't it**.

Have to/Have Got to

I **have to** catch my bus.
I've really **got to** go now.

Need to

I **need to** pick up my daughter.

Supposed to

I'm **supposed to** pick up my daughter.

Short Answers

It is.
It does.
There are.

Functions This Exit

Agreement/Disagreement

Inquiring about . . .

Don't you agree?
Wouldn't you agree?
Don't you think so?
Wouldn't you say so?

Expressing Agreement

Oh, yes. *It is.*
That's a good point.
You have a point there.
I see your point.

Expressing Disagreement

I'm not so sure.
I'm not so sure about that.
I don't know.
I don't know about that.
I wish I could agree with you, but . . .
I hate to disagree with you, but . . .
I don't mean to disagree with you, but . . .

Surprise-Disbelief

6:00?!
I didn't realize _____.

Leave Taking

I've got to go now.
I've got to be going now.
I'd better go now.
I have to go now.
I have to run.
I've got to run.
I have to get going.
I've got to get going.

I think I should $\left\{ \begin{array}{l} \text{be going} \\ \text{get going} \\ \text{be on my way} \end{array} \right\}$ now.

See you soon.

It's been really nice seeing you again.

I'm glad we had a chance to talk.

Let's keep in touch.

Let's stay in touch.

Let's get together soon.

Take it easy.

Take care.

Good-bye.

Bye.

Bye-bye.

So long.

Correcting

Giving Correction

No. *Your mother.*

Denying/Admitting

Denying

That's not true.

That's wrong.

You're mistaken.

Obligation

Expressing . . .

I have to _____.

I've got to _____.

I need to _____.

I'm supposed to _____.

Asking for and Reporting Information

Why do you feel that way?

What makes you say that?

What time is it?

Do you have the time?

Do you know what time it is?

It's 6:00.

Interrupting

Excuse me for interrupting, but . . .

Forgive me for interrupting, but . . .

I'm sorry for interrupting, but . . .

Sorry for interrupting, but . . .

I'm sorry to interrupt, but . . .

Sorry to interrupt, but . . .

Initiating Conversations

Traffic is terrible today, isn't it.

Focusing Attention

It seems to me (that) . . .

If you ask me, . . .

In my opinion, . . .

As far as I'm concerned, . . .

I personally think, . . .

As I see it, . . .

The way I see it, . . .

Clarification

Asking for Clarification

I'm afraid I'm not following you.

I'm not really sure what you're getting at.

[more direct]

What do you mean?

What does that mean?

Giving Clarification

What I'm saying is . . .

What I'm trying to say is . . .

What I mean is . . .

What that means is . . .

What you're saying is . . .

What you're really saying is . . .

What you're trying to say is . . .

What you mean is . . .

In other words . . .

I didn't say _____. I (just) said _____.

Checking and Indicating Understanding

Checking One's Own Understanding

Did you say _____?

Was that _____?

Indicating Understanding

(Now) I understand.

(Now) I follow you.

(Now) I see.

Asking for Repetition

Excuse me?

Pardon me?

Pardon?

What did you say?

What was that?

Initiating a Topic

You know . . .

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.

----- Text Page 160: Traffic Is Terrible Today, Isn't It -----

FOCUS

TOPIC

Social Communication: Sharing Thoughts and Opinions

GRAMMAR

1. Tag Questions

Traffic is terrible today, **isn't it**.

It looks like it's going to snow, **doesn't it**.

There sure are a lot of people at the beach today, **aren't there**.

Nice day today, **isn't it**.

2. Short Answers

It is.

It does.

There are.

FUNCTIONS

1. Initiating Conversations

Traffic is terrible today, isn't it.

2. Asking for Repetition

Excuse me?

Pardon me?

Pardon?

What did you say?

What was that?

3. Agreement/Disagreement

Expressing Agreement

Oh, yes. *It is.*

VOCABULARY

Describing

hot
nice
stale
terrible

COMMENTARY

"Excuse me?" (line 2) is a polite way of asking for repetition.

THE MODEL CONVERSATION

1. **Set the Scene:** "A man who is stuck in traffic starts talking to a police officer who is directing traffic."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**
6. **Alternative Expressions.**

THE EXERCISES

Examples

1. A. It looks like it's going to snow, doesn't it.
B. Excuse me?
A. I was just saying it looks like it's going to snow.
B. Oh, yes. It does.
2. A. It's hot in here today, isn't it.
B. Pardon me.
A. I was just saying it's hot in here today.
B. Oh, yes. It is.

Before doing each exercise, check students' understanding of the vocabulary and introduce any unfamiliar words or phrases. Have students use the footnoted expression or any of its 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: "Sure" in "There sure are a lot of people . . ." adds emphasis.

Culture Note

Exercise 4: "(It's a) Nice day today, isn't it" is a standard conversation opener.

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.)

Language Note

"Strike up a conversation" is an idiomatic way to say "start a conversation."

EXPANSION

1. More Practice: Excuse Me?

- a. Have students write down one comment about a common class experience (such as the weather, the classroom, the homework, the classmates, the school, or the school's neighborhood.)
- b. Ask students what their comments are. When they tell you, ask them to repeat, following the pattern of the model conversation. For example:

Student: The heat is too strong, isn't it.

Teacher: Excuse me?

Student: I was just saying the heat is too strong.

Teacher: Oh, yes. It is.

2. Conversation Starters Game

- a. Divide the class into several teams.

b. Call out one of the following situations:

sitting on a city park bench
at the beach
stuck in a traffic jam
waiting in line in a store
waiting at a bus stop
watching children play in the playground
waiting in a doctor's office
riding on a crowded subway

c. Have the students in each group work together to see how many appropriate ways they can think of to strike up a conversation with someone in that situation. For example:

[*sitting on a city park bench*]

Nice day, isn't it.

That's a beautiful flower garden, isn't it.

The pigeons are hungry today, aren't they.

The sun is really warm today, isn't it.

d. The team with the most *conversation starters* wins.

Variation: Instead of calling out the above situations, show students pictures of people in various settings and have them brainstorm appropriate ways to strike up conversations in those specific situations.

3. True Interest?

a. Have students reread the model conversation on student text page 160 and imagine how it would sound two different ways — if the police officer really *did* want to converse with the driver, and if she really *didn't* want to converse with him.

b. Divide the class into pairs.

c. Have each pair choose one of the situations on student text page 160 and create two different versions of it — one in which the person wanted to continue the conversation and one in which the person wasn't interested. Encourage students to expand upon the conversations any way they wish.

d. Have the pairs present their situations to the class and see if students can guess which version of the situation is the *interested* version and which is the *disinterested* version.

4. Information Gap: Begin a Conversation

a. Write the following information on index cards and make enough copies for the class.

b. Divide the class into pairs.

c. Give Role A to one member of the pair and Role B to the other.

d. Have them role-play the situations.

1.

Role A:

You're sitting in the park. Begin a conversation with the person sitting next to you.

Role B:

You're sitting in the park reading a book.

2.

Role A:

You're in the waiting room of a clinic. Begin a conversation with the person sitting next to you.

Role B:

You're sitting in the waiting room at a clinic.

3.

Role A:

You're waiting in line at the store. Begin a conversation with the person standing behind you.

Role B:

You're waiting in line at the store.

4.

Role A:

You're standing on a crowded bus. Begin a conversation with the person next to you.

Role B:

You're standing on a crowded bus reading the newspaper.

ExpressWays

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

1. It is.
2. There are.
3. They do.
4. She is.
5. They do.
6. We should.

Listen

Listen and choose the correct ending.

1. This report looks excellent, . . .
2. Our children play very well together, . . .
3. Since we've arrived here, the weather has been perfect, . . .
4. This baseball stadium sure is crowded today, . . .
5. There sure are a lot of students in this class, . . .
6. This hasn't been a very successful first date, . . .
7. Susan gives very good presentations, . . .
8. This coffee tastes wonderful, . . .

Answers

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

Cultural Intersections

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

FOCUS

TOPIC

Employment/On the Job: Giving Correction

FUNCTIONS

1. Interrupting

Excuse me for interrupting, but ...
 Forgive me for interrupting, but ...
 I'm sorry for interrupting, but ...
 Sorry for interrupting, but ...
 I'm sorry to interrupt, but ...
 Sorry to interrupt, but ...

2. Checking and Indicating Understanding

Checking One's Own Understanding

Did you say } *my brother?*
 Was that }

3. Correcting

Giving Correction

No. *Your mother.*

COMMENTARY

It is appropriate for Speaker A to apologize for interrupting (line 1).

THE MODEL CONVERSATION

1. **Set the Scene:** "A receptionist needs to give a message to her boss, who is talking with another person."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**
6. **Alternative Expressions.**

THE EXERCISES

Examples

1. A. Excuse me for interrupting, but Mr. Taylor is on the phone.
 B. Did you say Mr. Tyler?
 A. No. Mr. Taylor.
 B. Oh, okay. Thank you.
2. A. Forgive me for interrupting, but we've just run out of the veal.
 B. Was that the beef?
 A. No. The veal.
 B. Oh, okay. Thank you.

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.

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. Telephone

- a. Divide the class into large groups. Have each group sit in a circle.
- b. Whisper a verse (perhaps a *Mother Goose* verse) to one student. For example:
"Hickory Dickory Dock
The mouse ran up the clock.
The clock struck one.
The mouse ran down.
Hickory Dickory Dock."
c. The first student whispers the verse to the second student, and so forth around the circle. The student listening may ask for clarification. For example:
Student 2: Did you say "done"?
Student 1: No. "One."
d. When the message gets to the last student, that person says it aloud. Is it the same verse you started with? The group with the most accurate message wins.

2. Information Gap: Excuse Me . . .

- a. Write the following roles on index cards and make enough copies for the class.
- b. Divide the class into groups of 3.
- c. Give the card with Roles A and B to two members of the group, and the card with Role C to the third member.
- d. Have them role-play the situations.

1.

Roles A & B:

You are two students at school. Have a conversation about the test you're going to have tomorrow. If someone interrupts you, try to continue your conversation.

Role C:

You're a student. You need to tell your friends something but they're talking. Interrupt them to tell them that tomorrow's test will be canceled. Also, one of your friends has your book and you need it now. Also, the class party is next Thursday, and they're supposed to organize the food and drinks. Ask them what they want to bring to the party.

2.

Roles A & B:

You're talking in the waiting room at the doctor's office. You're talking about something so interesting that you wouldn't notice if someone tried to interrupt you.

Role C:

You're a nurse at Dr. Wilson's office. You need to get some information from one of the people in the waiting room. This person needs to fill out some forms. Also, you need to check his or her blood pressure. You also need to know what medicine he or she has been taking.

3.

Roles A & B:

You're at a restaurant with a good friend. If you're interrupted while you're talking, try to continue the conversation.

Role C:

You're a waiter or waitress in a restaurant. You need to ask your customers some questions, but they're talking. Ask if they want drinks. Also, there's a telephone call for one of them. And finally, ask if they're ready to order.

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

Listen

Listen to each conversation and answer the questions.

Conversation 1

- A. Forgive me for interrupting, Mr. Jones, but Mr. Jansen is here for the meeting.
 B. Did you say Mr. Johnson?
 A. No. Mr. Jansen.
 B. Oh, okay. Thank you.

Conversation 2

- A. Sorry to interrupt, but someone dropped a bottle of mineral water at Table 5.
 B. Table 9?
 A. No. Table 5.
 B. Thank you for telling me.

Conversation 3

- A. Excuse me for interrupting, but which gate does Flight 10 leave from?
 B. Gate 20.
 A. Did you say Gate 12?
 B. No. Gate 20.

Conversation 4

- A. Excuse me for interrupting, but we need the emergency medical team in Room 315 right away.
 B. Did you say Room 350?
 A. No. 315. Right away.

Answers

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

CrossTalk

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

FOCUS

TOPIC

Employment/On the Job: Asking for Clarification

FUNCTIONS

1. Clarification

Asking for Clarification

I'm afraid I'm not following you.

I'm not really sure what you're getting at.

[*more direct*]

What do you mean?

What does that mean?

Giving Clarification

What I'm saying is . . .

What I'm trying to say is . . .

What I mean is . . .

What that means is . . .

2. Checking and Indicating Understanding

Indicating Understanding

(Now) I understand.

(Now) I follow you.

(Now) I see.

VOCABULARY

Employment

budget

earnings

funds

position

quarter

staffing (n.)

COMMENTARY

In line 1, Speaker A is using jargon (specialized vocabulary) to tell Speaker B the news. As a result, Speaker B then needs to ask for clarification.

THE MODEL CONVERSATION

1. **Set the Scene:** "A boss is speaking to an employee."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**
6. **Alternative Expressions.**

THE EXERCISES

Examples

1. A. All your test results are negative.
B. I'm afraid I'm not following you.
A. What I'm saying is you're in perfect health.
B. Oh, now I understand.
2. A. Last quarter's earnings were somewhat below our expectations.
B. I'm not really sure what you're getting at.
A. What I'm trying to say is we lost a lot of money.
B. Oh, now I follow you.

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: "Last quarter's earnings" — the money made by the company during the previous quarter (three months) of the fiscal year.

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 Conversations

- a. Divide the class into pairs.
- b. Have each pair select one of the situations on student text page 164 and imagine how the conversation between the two characters would continue.
- c. Have students present their role plays to the class and compare everybody's *conclusions*.

2. Matching Game: In Other Words

- a. Divide the class into pairs.
- b. Give each pair two sets of cards. On one set of cards write the more complicated statements. On the other set write the simpler versions.
- c. Mix the cards and have the pairs match them. (Tell students they may use dictionaries if necessary.)

Possible cards:

Heavy precipitation is expected for most of the weekend.

It's going to rain a lot.

The officers apprehended the robbery suspect.

The police caught the thief.

Connect the appliance to an electrical outlet or other power supply.

Plug in the machine.

Submit a transcript with the application.

Send in your school grades when
you apply.

They overwhelmed the challengers by a
substantial margin.

One team beat the other by a big score.

The patient is in critical but
stable condition.

He's hurt badly but isn't getting worse.

I'd appreciate it if you'd lower the
volume on your CD.

Please turn down the music.

Our service representative will assist
you with your request shortly.

Someone will help you soon.

Variation: Give one card to each student. Have students memorize the phrases on their cards and then circulate around the room, saying their phrases until they find their *match*.

3. *Put It Gently!*

- a. Divide the class into teams.
- b. Call out the following phrases:

Marry me!

You're fired!

I want to break up!

I deserve a raise!

You aren't doing your job well!

Your shirt doesn't match your pants!

You're gaining too much weight!

- c. Have the teams brainstorm how they might rephrase the statements in more indirect, *gentle* ways.
- d. Have the teams share their ideas with the class.

4. *Class Investigation: Idioms*

- a. For homework, have students listen and look for new English idioms and learn their meanings. (If they aren't living in an English-speaking country, have them look at popular magazines or advertisements, which are rich in idiomatic expressions.)
- b. Have students present their new idioms to the class and explain the context in which they were found. Have the class try to guess the meaning of the idiom.

What's the Meaning?

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. a
5. b

Reflections

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

Matching Lines

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

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

Figure It Out!

Do the activity as a class, in pairs, or in small groups. You may want to do the activity as a game with competing teams.

FOCUS

TOPIC

Employment/On the Job: Asking for Clarification

GRAMMAR

1. Reported speech

I just **said** I thought we should see other people.
I just **said** we needed to control the nation's deficit this year.
I **didn't say** I wanted to break up.
I **didn't say** I was going to raise taxes.

2. Sequence of Tenses

Your new hairstyle **is** very unusual.
I just said your new hairstyle **was** very unusual.
Our sales **have been** very disappointing this year.
I just said our sales **had been** very disappointing this year.
You're **going** to cut my salary.
I didn't say I **was going** to cut your salary.
You **want** to speed up the assembly line.
I didn't say I **wanted** to speed up the assembly line.

FUNCTIONS

1. Clarification

Giving Clarification

What you're saying is . . .
What you're really saying is . . .
What you're trying to say is . . .
What you mean is . . .
In other words . . .
I didn't say *I wanted to break up*.
I just said *I thought we should see other people*.

2. Denying/Admitting

Denying

That's not true.
That's wrong.
You're mistaken.

VOCABULARY

Employment

assembly line
production
salary
sales

COMMENTARY

1. In line 3, Speaker B attempts to clarify Speaker A's meaning by stating an interpretation. "What you're really saying is" is commonly used before clarifying, stating an interpretation, or giving a logical conclusion of what another speaker has said.
2. In line 5, although Speaker A denies Speaker B's interpretation, Speaker B is probably correct. Speaker A's original statement was indirect and tactful.

GETTING READY

Practice reported speech.

- a. Write on the board the following conversation:

A. It looks like rain today.
B. Sorry. What did you say?
A. I said it looked like rain today.
B. Oh. You're right.

- b. Model the conversation and have the class repeat.
- c. Have students practice similar conversations of their own.

THE MODEL CONVERSATION

1. **Set the Scene:** "The manager of Bayside Auto Sales is talking to one of his salesmen."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**
6. **Alternative Expressions.**

Language Note

"To cut" (line 4) is to decrease.

THE EXERCISES

Examples

1. A. Your new hairstyle is very unusual.
B. What you're saying is you don't like it.
A. No. That's not true. I didn't say I didn't like it. I just said your new hairstyle was very unusual.
B. Oh.
2. A. I think we should see other people.
B. What you're really saying is you want to break up.
A. No. That's wrong. I didn't say I wanted to break up. I just said I thought we should see other people.
B. Oh.

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 Notes

Exercise 2: "To break up" is to end a romantic relationship.

Exercise 5: "The nation's deficit" — the amount of the government's debt.

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. Clarification Game

- a. Write the following situations on cards.

You're a teacher speaking to the parents of a student:

The student has just flunked the final exam and can't graduate from high school this spring.

You're the boss speaking to your employees:

The company is doing very badly and you have to fire half of the staff.

You're speaking to your spouse:

The bill for your child's dentist is going to be three times more expensive than you had expected.

You're speaking to your parent:

You just had an accident in your family's new car. The car was completely wrecked!

You're speaking to your daughter:

Her best friend can't come to her birthday party.

You're speaking to a friend:

You think his new haircut looks terrible.

You're speaking to your best friend:

You lost the watch you had borrowed from your friend.

You're speaking to a colleague at work:

Since this person became manager, production is down, and employee morale is very low.

- b. Divide the class into two groups.
c. Have one volunteer from each group come up to the front of the class.
d. Have one of the two students pick up a card and read it silently.
e. That student tells the other one who the character on the card is, and then must try to deliver the message on the card *as subtly and as indirectly as possible*.
f. The object of the game is for the other student to try to figure out what the message really is.
g. The pair who can clarify the meaning of the message in the shortest amount of time wins the game.

2. Information Gap: What You Really Mean Is . . .

- a. Write the following information on index cards and make enough copies for the class.
b. Divide the class into pairs.
c. Give Role A to one member of the pair and Role B to the other.
d. Have them role-play the situations.

1.

Role A:

Your friend just bought a used car. You think he or she should have gotten a better car, but you don't want to say it directly. Think of some ways of "getting the message across" to your friend.

Role B:

You're talking with a friend about the used car you've just bought. You think your friend is trying to tell you that he or she doesn't like your car.

2.

Role A:

Your friend is showing you the apartment he or she is thinking of renting. You don't like the apartment at all. You think there are several things wrong with it. Try to "get the message across" to your friend.

Role B:

You're showing a friend an apartment you're thinking of renting. You love the apartment, but you don't think your friend likes it.

Missing Lines

Divide the class into pairs, and have each pair complete the situation any way they wish. Have the pairs then present their conversations to the class and compare the different interpretations.

Community Connections

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

FOCUS

TOPIC

Social Communication: Saying Good-bye

GRAMMAR

1. Have to/Have Got to

I **have to** catch my bus.

I've **got to** get to an important meeting.

2. Need to

I **need to** catch my bus.

FUNCTIONS

1. Asking for and Reporting Information

What time is it?

Do you have the time?

Do you know what time it is?

It's *almost 6:00*.

2. Surprise-Disbelief

6:00?!

I didn't realize *it was so late*.

3. Leave Taking

I've got to go now.

I've got to be going now.

I'd better go now.

I have to go now.

I have to run.

I've got to run.

I have to get going.

I've got to get going.

See you soon.

4. Obligation

Expressing . . .

I have to	} <i>catch my bus.</i>
I've got to	
I need to	

VOCABULARY

Community

airport
bus
garage
meeting

COMMENTARY

1. "By the way" (line 1) is used during a conversation to change the topic.
2. "So late" in "I didn't realize it was so late" (line 3) means "as late as that."
3. "Had better" in "You'd better hurry!" (line 6) is used to give advice.
4. "See you soon" is a common informal way of saying good-bye.

THE MODEL CONVERSATION

1. **Set the Scene:** "Two friends are talking."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**
6. **Alternative Expressions.**

THE EXERCISES

Examples

1. A. By the way . . . What time is it?
B. It's about 1:30.
A. 1:30?! I didn't realize it was so late.
B. I didn't either.
A. I've got to go now. I have to get to an important meeting.
B. Oh! You'd better hurry! See you soon.
2. A. By the way . . . Do you have the time?
B. It's a little before 5:00.
A. 5:00?! I didn't realize it was so late.
B. I didn't either.
A. I've got to be going now. I've got to mail these packages by 5 P.M.
B. Oh! You'd better hurry! See you soon.

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.

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. *Nonverbal Communication: Be an Observer!*

- a. Have students go into the community and observe leave taking in public places such as cafés or parks. Tell students to note the following:
Do the people hug or kiss each other?
Do they shake hands?
Do they speak more loudly as they are saying good-bye?
Do they take a long time to say good-bye?
- b. Have students report back to the class and compare their observations.

2. *Nonverbal Communication: Cultural Differences*

- a. Have students present leave-taking scenarios to the class in their native language.
- b. Have the class observe the scenarios. Tell students to note the following:
Do they hug or kiss each other?
Do they shake hands?

- Do they bow?
Do they speak more loudly as they are saying good-bye?
Do they take a long time to say good-bye?
- c. Have the class discuss their observations.

3. Information Gap: *I Have to Go*

- Write the following roles on index cards and make enough copies for the class.
- Divide the class into pairs.
- Give Role A to one member of the pair and Role B to the other.
- Have them role-play the situations.

1.

Role A:

You're having lunch with a friend. Your boss is out of town and you'd like to stay and talk some more.

Role B:

You're having lunch with a friend. It's been nice, but you need to get back to the office for an appointment.

2.

Role A:

You're talking to your neighbor. You have the day off from work and you'd like to talk some more.

Role B:

You're talking to your neighbor. You need to finish washing your car before going to work tonight.

3.

Role A:

You're talking to a friend at the library. You've finished all your work and want to talk some more.

Role B:

You're talking to a friend at the library. You'd like to talk more, but you have to find several more books before the library closes.

4.

Role A:

You've stopped by your friend's house and are talking. You have no plans for the afternoon and would like to stay and talk some more.

Role B:

You're talking to a friend. It's been nice talking, but you have to get to the bank before it closes.

4. "To Do" List

- Have students write up a schedule for the day and a list of the errands they need to do today. For example:

Schedule

12:00 pick up my daughter from day-care
1:30 take my son to the dentist
3:30 talk to the building superintendent

Remember!

get milk and bread
pick up the cleaning
take the car in for an oil change

- Have students share their lists and talk about all the things they *have to do*.

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. c
2. c
3. a
4. c
5. b
6. c
7. b
8. a
9. c

What's the Answer?

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

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

Survey

Have students observe people in the community as they say good-bye. Have them take note of the language people use and the reasons they give for taking leave. Have students report their findings to the class.

FOCUS

TOPIC

Social Communication: Saying Good-bye

GRAMMAR

1. Have to/Have Got to

I **have to** pick up my daughter at the day-care center.
I've **got to** be at work an hour early.

2. Need to

I **need to** get to my English class.

3. Supposed to

I'm **supposed to** get to the bank before it closes.

FUNCTIONS

1. Leave Taking

I think I should $\left\{ \begin{array}{l} \text{be going} \\ \text{get going} \\ \text{be on my way} \end{array} \right\}$ now.

It's been really nice seeing you again.

I'm glad we had a chance to talk.

Let's keep in touch.

Let's stay in touch.

Let's get together soon.

Take it easy.

Take care.

Good-bye.

Bye.

Bye-bye.

So long.

2. Obligation

Expressing . . .

$\left. \begin{array}{l} \text{I've got to} \\ \text{I have to} \\ \text{I need to} \\ \text{I'm supposed to} \end{array} \right\} \text{pick up my daughter at the day-care center.}$

VOCABULARY

Community

bank
day-care center
office

COMMENTARY

1. Speaker A and Speaker B have been talking for some time. They are now ending their conversation and preparing to leave. When friends who don't see each other very often part, their *leave-taking* process is likely to include a series of steps. Typically both speakers express appreciation, one or both will say they must leave and offer a reason why it is necessary to leave so soon, both will express hope or suggest general plans for talking again soon, and finally, both will say good-bye.
2. "So am I" (line 3) is another way of saying "I am, too."
3. "Let's keep in touch" means *Let's communicate regularly* by meeting in person, talking on the phone, or writing to each other.

THE MODEL CONVERSATION

1. **Set the Scene:** "Two friends are talking in the park."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**
6. **Alternative Expressions.**

THE EXERCISES

Examples

1. A. It's been really nice seeing you again.
B. Yes, it has. I'm glad we had a chance to talk.
A. So am I. You know, I think I should be going now. I've got to be at work an hour early.
B. Well . . . Let's keep in touch.
A. Okay. I'll call you.
B. Take it easy.
A. Good-bye.

2. A. It's been really nice seeing you again.
B. Yes, it has. I'm glad we had a chance to talk.
A. So am I. You know, I think I should get going now. I have to get to my English class.
B. Well . . . Let's stay in touch.
A. Okay. I'll call you.
B. Take care.
A. Bye.

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 Note

Exercise 5: ABC — one of the major television broadcasting networks in the United States.

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. Language Investigation

- a. Divide the class into teams.
- b. Have each team interview native or near-fluent speakers of English to find out how many different ways people can think of for saying good-bye to each other in English.
- c. Have students report their findings to the class. The team with the longest list wins.

2. Formal or Informal?

- a. Have students look at the leave-taking phrases on student text page 170 and any other leave-taking phrases they learned from the above activity, and rank these items from *most formal* to *least formal*.
- b. As a class or in small groups, have students compare their lists.

3. Information Gap: Let's Get Together Again Sometime

- a. Write the following information on index cards and make enough copies for the class.
- b. Divide the class into pairs.
- c. Give Role A to one member of the pair and Role B to the other.
- d. Have them role-play the situation.

Role A:

You've been talking to an old friend. You have to go, but you want to set up a time to meet again this weekend. Say good-bye to your friend and make plans to get together over the weekend. Here is your weekend schedule:

Friday night — (free)
Saturday morning — party
Saturday afternoon — take the kids to the zoo
Saturday evening — (free)
Sunday morning — church
Sunday afternoon — (free)
Sunday evening — (free)

Role B:

You've enjoyed talking to your old friend. You'd like to talk more. Try to set up a time for this weekend. This is your weekend schedule:

Friday night — visit cousins
Saturday morning — (free)
Saturday afternoon — tennis
Saturday evening — go to a wedding
Sunday morning — (free)
Sunday afternoon — finish a report for work
Sunday evening — (free)

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

CrossTalk

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

What's the Word?

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

- | | |
|-----------|------------|
| 1. should | 8. had |
| 2. was | 9. Let's |
| 3. either | 10. could |
| 4. get | 11. That's |
| 5. It's | 12. I'll |
| 6. nice | 13. Take |
| 7. agree | 14. You |

FOCUS

TOPIC

Social Communication: Sharing Thoughts and Opinions

FUNCTIONS

1. Initiating a Topic

You know . . .

2. Agreement/Disagreement

Inquiring about . . .

Don't you agree?

Wouldn't you agree?

Don't you think so?

Wouldn't you say so?

Expressing Agreement

That's a good point.

You have a point there.

I see your point.

Expressing Disagreement

I'm not so sure.

I'm not so sure about that.

I don't know.

I don't know about that.

I wish I could agree with you, but . . .

I hate to disagree with you, but . . .

I don't mean to disagree with you, but . . .

3. Asking for and Reporting Information

Why do you feel that way?

What makes you say that?

4. Focusing Attention

It seems to me (that) . . .

If you ask me, . . .

In my opinion, . . .

As far as I'm concerned, . . .

I personally think, . . .

As I see it, . . .

The way I see it, . . .

VOCABULARY

Describing

decent

effective

good

important

useful

valuable

Recreation and Entertainment

outside

play (v.)

television

TV set

COMMENTARY

1. Speaker A expresses an opinion and then asks "Don't you agree?" (line 2) because he thinks that Speaker B will agree, or he hopes to persuade her. In line 5, he again asks, "Don't you agree?" thinking that Speaker B will agree.
2. Speaker B is disagreeing politely when she says "I'm not so sure" in line 3, and again in line 6 when she says "Well, I wish I could agree with you, but . . ."
3. Speaker A's final response "That's a good point" means that he thinks Speaker B has presented a convincing argument.

THE MODEL CONVERSATION

1. **Set the Scene:** "Two students are talking on the last day of their English class."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**
6. **Alternative Expressions.**

THE EXERCISES

Examples

1. A. You know . . . it seems to me that children watch too much television these days. Don't you agree?
B. I'm not so sure. Why do you feel that way?
A. They sit for hours in front of their TV sets instead of reading, playing outside, and talking with their parents. Don't you agree?
B. Well, I wish I could agree with you, but if you ask me, television is good for our children.
A. Oh? Why do you feel that way?
B. It exposes them to lots of information and shows them what the world is like.
A. Hmm. That's a good point.

2. A. You know . . . it seems to me that the government spends too much money on social programs. Wouldn't you agree?
B. I'm not so sure about that. What makes you say that?
A. Programs such as Social Security, welfare, and Medicaid cost us millions of dollars every year. Don't you think so?
B. Well, I hate to disagree with you, but in my opinion, the government should spend MORE money on social programs.
A. Oh? What makes you say that?
B. We should feel obligated to provide a decent life for all members of our society.
A. Hmm. You have a point there.

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 1: "Exposes them to" — provides an introduction to.

Cultural Note

Exercise 2: "Welfare" — a government program that provides money and aid to people with very low incomes. "Medicaid" — a government program of hospitalization and medical insurance for people with very low incomes.

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.

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

Crossed Lines

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

- 3 People who work all week need a day for shopping.
- 6 There should be one day a week when families can spend time together.
- 5 You think they should be closed? What makes you say that?
- 2 I don't know. What makes you say that?
- 7 Hmm. You have a point there.
- 4 Well, I don't mean to disagree with you, but the way I see it, stores should be closed on Sundays.
- 1 You know . . . I think all stores should be open on Sundays. Wouldn't you say so?

Listen

Listen and decide if the speakers agree or disagree.

1. A. You know . . . kids shouldn't have homework. They should play after school. Don't you think so?
B. Well, I hate to disagree, but I think homework is important.

2. A. *Police Work* is a great show. I saw it on TV last night and really enjoyed it.
B. If you ask me, it's the best show on TV.
3. A. I think American food is delicious. Don't you think so?
B. I'm not so sure.
4. A. It seems to me that the teacher spends too much time on spelling.
B. In my opinion, spelling is important.
5. A. As far as I'm concerned, we need to buy a new car.
B. I don't mean to disagree with you, but I think maybe we should wait.
6. A. You know . . . we should leave for the airport now. There may be a lot of traffic.
B. That's a good point.
7. A. I like this restaurant because the food is delicious and the prices aren't high.
B. The service is good, too.
8. A. I personally think that dress isn't appropriate for a wedding.
B. Really? What makes you say that?

Answers

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