Talk Talk Talk

Easy to Learn Conversation Strategies
Talk, Talk, Talk

You hear it everywhere, at any time, by everyone. If the speakers are using your native tongue—there is no problem. But, what if they are speaking English and your English is poor, what can be done to improve your skills? Of course the fastest and most efficient way to improve your English abilities is to move an English speaking country and immerse yourself. Unfortunately that is not really an option for most people.

You could go to a language school or institute, assuming that there is one available in your community and it is affordable. If you live in a community with lots of native speakers you may be able to make friends with some and converse with him or her. If not, one can study at home using the internet.

This book is intended for both teachers and students. Lessons focus on common expressions and structures that are used in different situations and functions that will most likely be encounter by speakers of English.

Each lesson contains common structures and expressions that native English speakers may use in any given situation, in addition to responses to those expressions. Students can begin using these structures and expressions immediately to facilitate their communication skills. A sample dialogue is provided that can be used as a model for similar conversations. The lessons also contain discussion topics, role play situations, and other games and activities, for both paired and group work, that can be utilized in the classroom for students to further practice their use of the language.

Learning English conversation skills works best in pairs or groups. One can improve their writing, reading, and listening skills by studying alone, but to maximize study time to improve speaking skills you need a partner. Let’s face it, when people talk, they are usually talking to someone. Granted, they could be talking to the family dog, but that’s way too one sided. They could also be talking to themselves—hopefully not in a not too abnormal way.

The reasons partners are so important when learning conversations skills are because:
1) one sided conversations are a little boring, and
2) a partner can give you feedback about what was said. It’s almost impossible to give yourself feedback if you don’t know that you made a mistake or pronounced something incorrectly.

All the lessons in this site were developed with that in mind—two people talking together to exchange ideas and provide feedback to each other.

But what if you are studying alone? This book can still prove valuable in improving your communication skills. You can still study the structures and expressions used and will be to use them when you get the opportunity to speak to someone else.

One last word about speaking. Many people, when first learning a new language, are reluctant to speak because they fear they will make a mistake. They should never ever worry about making mistakes because -

THEY WILL HAPPEN.
THEY CAN NOT BE AVOIDED.
EVERYBODY MAKES THEM!!!

So, stop worrying about it. The MOST important thing about communicating is not to speak grammatically correct, but to be understood! Even if a mistake is made, if the listener understands your meaning, communication has been achieved.

Most people are very tolerant of people learning a new language. As long as you try to communicate, even if mistakes are made, the effort will be appreciated, communication will be accomplished, and the ultimate goal for the interaction reached.
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</table>
1. **Lesson:** Questions

Many times conversations start and are continued with questions. Asking questions is a natural way to get information from people and is used all the time. Think about it - people don’t usually just start rattling off talking about something, unless someone else asks them something. This section will cover the most common types of questions asked.

2. **Lesson Objectives:** Students will learn the basic structures and uses of WH questions, can and do questions, and *to be* (is, am are) questions.

3. **Procedure:** Give students handouts of the example questions. Read the questions and have the students repeat and answer them. The teacher should have each student read and repeat the questions individually to check their pronunciation.

Questions usually begin with certain words, so right from the beginning a listener knows a question is being asked. The most common question words are:

The Wh question words are: who, what, where, when, why, how

The Yes/No question words are: is, are, can, do, does, will, would

Look at these questions.

**Who** is the star of the movie?
**What** is the name of the theater?
**When** does the movie start?
**Where** is the theater located?
**Why** do you want to see such a scary movie?
**How** will we get there?
**Is** it a comedy?
**Are** there many people in the ticket line?
**Am** I late?
**Do** you like comedies?
**Does** your brother have to go with us?
**Will** you buy me a ticket?
**Would** you like some pop corn?
**Can** we leave early if the movie scares me?

**Can** questions can either be about ability or permission.

**Examples:**

Can you ice skate? Yes, I can
Can I have an apple? Yes you can.

Yada Yada English

4

Pronunciationtips.com
Sometimes we may be surprised by someone's ability or something that is said that may be a little unbelievable. There are expressions that we can use in these situations. Look at the examples.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can hold my breath under water for 5 minutes.</td>
<td>I don't believe it.</td>
</tr>
<tr>
<td>I can speak 12 languages</td>
<td>Are you kidding me?</td>
</tr>
<tr>
<td>My uncle is able to swim with his hands tied behind his back.</td>
<td>Are you pulling my leg?</td>
</tr>
<tr>
<td>My sister can throw a football 85 meters in the air.</td>
<td>You must be joking.</td>
</tr>
<tr>
<td>The sun rose in the west this morning.</td>
<td>Get serious.</td>
</tr>
<tr>
<td>The president has been assassinated.</td>
<td>Oh my God!</td>
</tr>
<tr>
<td>I just won a ten million dollar lottery.</td>
<td>That's unbelievable.</td>
</tr>
<tr>
<td>My father won the Nobel prize in chemistry last year.</td>
<td>Really, that's incredible.</td>
</tr>
<tr>
<td>Two people got married last night on TV.</td>
<td>That's outrageous.</td>
</tr>
</tbody>
</table>

We all know that at times we get questions that we don't know the answer to or can not remember the answer to. There are several expressions that can be used in these situations. Look at these examples.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you remember what date we were married?</td>
<td>Oh no, I forgot.</td>
</tr>
<tr>
<td>Do you happen to know who won the last World Series?</td>
<td>Wait...it's on the tip of my tongue.</td>
</tr>
<tr>
<td>As I recall, I asked you to buy some bread at the bakery?</td>
<td>Oops, sorry. It skipped my mind.</td>
</tr>
<tr>
<td>What's the capital of Minnesota?</td>
<td>Sorry, I don't recall (remember). It has escaped me for the moment.</td>
</tr>
<tr>
<td>Are there (… any apples in the refrigerator)?</td>
<td>Beats me.</td>
</tr>
</tbody>
</table>

If you can master asking and answering questions, you will be well on your way to effective communication.
1 Questions

Grammar notes

Remember the usage of the to be verbs (is, am, and are) and do/does differs, depending on the subject of the sentence.

Always use **am** with I
   Example    Am I a man or a mouse?

Always use **is** with singular subjects and the pronouns he, she, it.
   Example    Is your job interesting?
               Is he a professor?

Always use **are** with plural subjects and the pronouns you, we, they.
   Example    Are there many questions on the test?
               Are you going to study?

Always use **do** with plural subjects.
   Example    Do dogs always bury bones?

Always use **does** with singular subjects.
   Example    Does that dog bite?

Also remember about the subject-agreement rule in both questions and answers when using the simple present tense. Verbs may require an -s at the end, depending on the subject of the sentence.

Use an –s ending with verbs that have he, she, it, or singular nouns as subjects of the sentence.

   Example    Mary takes a walk after class every day.

Use no -s ending on verbs that have I, we, they, you, or plural nouns as subjects.

   Example    I always take a walk after class.

4. Study: Students should work together in pairs and read the following dialogue, one student reading the teacher's lines and the other student reading student's line.

**Dialogue 1**

**Interviewer:** May I ask you a few questions. I'm conducting a survey of student skills.
**Subject:** Sure, ask away.
**Interviewer:** Great. First, can you drive a car?
**Subject:** Yes, I can, I've had my license for about three years.
**Interviewer:** Can you use a computer?
**Subject:** Of course, can't everybody?
**Interviewer:** Can you pat your head and rub your stomach at the same time?
**Subject:** I don't know; I've never tried it.
**Interviewer:** Can you bake cookies from scratch?
**Subject:** No I can’t. I’m a terrible cook.
**Interviewer:** One final question, can you lend me $5.00? I need money for a taxi.
**Subject:** Sorry, I can't. I'm broke.
Dialogue 2
Teacher: What is a gnu?
Student: It's an antelope like animal in Africa.
Teacher: Where are the Hawaiian Islands?
Student: They are in the Pacific Ocean.
Teacher: When is Christmas?
Student: Christmas is on December 25th.
Teacher: Who is Leonardo DeCaprio?
Student: He is a famous actor.
Teacher: Why is he famous?
Student: He is famous because he has made many movies and he is an American heartthrob.
Teacher: How do you spell veterinarian?
Teacher: Is it cold in Australia in December?
Student: No, it isn't.
Teacher: Are there many alligators in a desert?
Student: No, there aren't.
Teacher: Am I a good teacher?
Students: No comment.
Teacher: Can cows swim?
Student: Yes.
Teacher: Do whale lay eggs?
Student: No.
Teacher: Does a vampire really exist?
Student: No, but in the movies they do.
Teacher: Will it snow tomorrow.
Student: Maybe.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is about a teacher asking students questions. One question asked was…. This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

Activities and Exercises
1. Paired Practice
Practice asking and answering the following Wh questions with a partner. For additional practice, change the words in parenthesis to make a new sentence. When answering the question be sure to use complete sentences, not just one word answers. This will give you added practice is using the language.

1. What kind of (books) do you (read)?
2. When do you usually (go to bed)?
3. When do you like to (eat ice cream)?
4. What do you usually (eat for breakfast)?
5. How often do you (go to the movies)?
6. Who do you (dislike)?
7. What do you do usually (do at night)?
8. What is your favorite (meal)?
9. How long have you been (studying English)?
10. What classes (do you take in school)?
1 Questions

2. Pair work- more WH questions
   Ask your partner more WH questions using these words or think of your own.
   
   **When:** study, get up, sleep, watch TV, go to movies, work
   **What:** father’s/mother’s job, major, hobby, capital of your country
   **Where:** from, live, library, place to fish, place to meet people, home town
   **How often:** swim, drink milk, go to concerts, travel abroad
   **Why:** exercise, study hard, watch TV news, take vacation
   **Who:** favorite actor, president of your country, famous sports figure, inventor of airplane

3. Pair work- discussion
   Think of ‘can’ or ‘do’ questions about the activities below and ask your partner, about them or their family and friends.

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play the guitar</td>
</tr>
<tr>
<td>Read music</td>
</tr>
<tr>
<td>Read palms</td>
</tr>
<tr>
<td>Whistle with crackers in your mouth</td>
</tr>
</tbody>
</table>

4. Role play
   **The situation:** Expressing surprise or disbelief
   **The roles:** See below
   
   Role play the situations below with a partner, each of you taking one role. Use your imagination in your conversations, be a little silly and have fun, but be sure to use complete sentences. Continue the conversation by asking for more details about when, where, why, etc.
   
   Your best friend has landed the leading role in a movie.
   You have just found out that you have a twin sister, but you were separated at birth.
   You have been offered the job of your dreams.
   Your parents won a six month around-the-world cruise.
   Your brother just got engaged to the sexiest movie star in your country.
   Your grandparents have left you 25 million dollars in their will.

5. Group work- discussion
   Many animals can do some amazing things. Some examples are cats that can use a toilet, monkeys that can communicate using sign language, and elephants that can stand on one foot.
   
   Think about some of the things you have seen animals do (either in person or on TV) and tell your group. Include in your discussion the animal involved, what it did, when and where it was, your impression of it, and how you think the animal learned the skill.
   
   **Further discussion** What animal would you like to train and what would you teach it? How would you go about training the animal?
1. **Lesson:** Greetings
   Most verbal interactions between people have three distinct parts- a beginning, a conversation, and an ending. Almost all conversations begin with a greeting. After the greeting, there may be a question about your wellbeing. The interaction then flows to any number of topics, depending on the persons involved. If you are meeting someone for the first time, introductions are usually made after the greeting. After a time the conversation will end and farewells are expressed. The beginning and end of conversations are the easy part, the stuff in between is usually what gives beginning learners trouble.

2. **Lesson Objectives:** Students will learn various expressions for greetings, introductions, wellbeing, and farewells.

3. **Procedure:** Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

### Greetings

**Expressions**
- Hello
- Good morning
- Good evening
- What's happening?
- Hi
- Good afternoon

**Introducing Yourself**
When you meet and greet someone for the first time, introductions are needed. There are a number of standard expressions that can be used for introductions. Take a look at some of them.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello, I'm ( ... Ms. Jaines).</td>
<td>Hello, Ms. Jaines, I'm Susan Appleton.</td>
</tr>
<tr>
<td>My name is ( ... John Grey).</td>
<td>Nice to meet you Mr. Grey, I'm Mrs. Sukjoy.</td>
</tr>
<tr>
<td>I'm ( ... George Franks. What's your name)?</td>
<td>My name is Sopida, Sopida Hakam. It's a pleasure to meet you Mr. Franks.</td>
</tr>
<tr>
<td>Allow me to introduce myself. My name is ( ... Frank Jeffers).</td>
<td>I'm delighted to meet you Mr. Jeffers. My name is Pornpan Orasa.</td>
</tr>
</tbody>
</table>
## 2 Greetings and Introductions

### Introducing others

On occasion, you may find yourself in a situation where you have to introduce one person to another. Look at these possible expressions that are used for this.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam: Peter, I would like to introduce (…Miss Helen Cranston). Helen: Nice to meet you too Peter.</td>
<td>Peter: Hello Miss Cranston, nice to meet you.</td>
</tr>
<tr>
<td>Bob: Min Ju, this is (…my friend Betty Watson). Betty: Same here.</td>
<td>Min Ju: Hi Ms. Watson, a pleasure to meet you.</td>
</tr>
<tr>
<td>Alice: Harry, let me introduce (…my supervisor, Mr. Lee). Mr. Lee: Good to meet you too. But please, call me Sammy.</td>
<td>Harry: Mr. Lee, it’s good to meet you.</td>
</tr>
</tbody>
</table>

### Point to remember

Many beginning learners use the expression “Nice to meet you” even when they interact with a person they have already been introduced to. This expression (Nice to meet you) is only used at a first meeting, not after that. Instead, if greeting a person for the second time, use “Nice to see you again”.

### Well Being

After the greetings are finished, the conversation should be continued in some way. One of the most common ways is to ask about the other persons well being. Again, there are several expressions that can be used for this. The responses to such inquiries will, of course, depend on how one actually feels. Let’s take a look at these examples.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you?</td>
<td>IF GOOD Great.</td>
</tr>
<tr>
<td>How’s it going?</td>
<td>Couldn’t be better.</td>
</tr>
<tr>
<td>How are things?</td>
<td>Fantastic.</td>
</tr>
<tr>
<td>How are things going?</td>
<td>IF SO-SO Could be worse.</td>
</tr>
<tr>
<td>How have you been?</td>
<td>I can’t complain.</td>
</tr>
<tr>
<td>How’s everything going?</td>
<td>Not bad</td>
</tr>
<tr>
<td>How goes it?</td>
<td>IF BAD I’ve had better days.</td>
</tr>
<tr>
<td>How are you doing?</td>
<td>Not too good.</td>
</tr>
<tr>
<td>How’s life treating you?</td>
<td>Lousy.</td>
</tr>
</tbody>
</table>
2 Greetings and Introductions

Farewells

Just as there are several standard expressions for greetings, there are also expressions of farewell. The farewell itself is generally very short—one or two words. However, many times people add something to the expressions, depending on what they want to happen in the future or the situation.

<table>
<thead>
<tr>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodbye</td>
</tr>
<tr>
<td>So long</td>
</tr>
<tr>
<td>I have to run</td>
</tr>
<tr>
<td>Good day</td>
</tr>
</tbody>
</table>

Extensions to farewells

| See you later (soon)         | Call me                    |
| See you again               | I hope to see you again    |

Point to remember

Bye Bye is an expression that very young children use when they are first beginning to learn to talk or on very rare occasions by women, but almost never by most male adults.

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

Sam: Hello, you look lost. Can I be of assistance?
Mary: Oh, thanks. You’re right, I am lost. I’m looking for the Student Union building?
Sam: You’re close; it’s just across the lawn. It’s the three story brick building over there.
Mary: I see, well thanks a lot. You’ve been a big help.
Sam: No problem. By the way, I’m Sam, Sam Jones.
Mary: I’m Mary Donald. Pleased to meet you Sam.
Sam: The pleasure’s all mine.
Mary: Well, I have to run. Thanks again your help.
    Maybe we’ll bump into each other again sometime.
Sam: Could be, it’s a pretty small campus. Nice to meet you, Mary. See you later.
Mary: So long.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is about two people who meet…This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.
2 Greetings and Introductions

Activities and Exercises

1. Paired Practice
   If you are in a class room setting walk around the room and greet others and introduce yourself to other class mates.

2. Role play
   The situation: Greeting new people, using the information below
   The roles: See below
   Role play the situations below with a partner, each of you taking one role. Use your imagination in your conversations, be a little silly and have fun, but be sure to use complete sentences. Continue the conversation by asking for more details about when, where, why, etc.
   a. One partner is a new student at a university meeting his/her major professor for the first time.
   b. One partner has recently moved to a new neighborhood and is meeting their next door neighbor for the first time.
   c. One partner is a new employee at a company meeting a coworker for the first time.
   d. Both partners are strangers at a mutual friend’s party meeting for the first time.
   e. One partner is a frightened earthling who is meeting a very friendly ET, who is here on earth for vacation. The ET knows English.
   f. Both partners are meeting blind dates.

3. Group Work- interviews
   Interview someone in the class you do not know well. After the interview is over, the interviewer could give a short introduction of the person to the whole class or to small groups of 4 to 6 people. Questions you may want to ask during the interview include:
   - name
   - age
   - where they are from
   - job or major
   - number of people in their family
   - hobbies
   - his or her goal in life
   - what their family members do
   - marital status
   - favorite kinds of music (or movies, books, food, etc)
   - why they want to learn English
3 Likes and Dislikes

1. Lesson: Like and Dislikes
During the course of many conversations discussing your likes and dislikes may come up. With someone you don't know well you may want to find out the kind of food they like or their favorite kind of movies, or what genre of music they like least. People talk about their likes and dislikes, especially when they need new people, to determine if they any common areas of interest.

2. Lesson Objectives: Students will learn various expressions for asking about and indicating likes and dislikes.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. The teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you like (… soccer)?</td>
<td>I can’t stand it.</td>
</tr>
<tr>
<td></td>
<td>It’s so-so.</td>
</tr>
<tr>
<td>Which do you prefer (… ice cream or candy)?</td>
<td>I prefer ice cream.</td>
</tr>
<tr>
<td></td>
<td>Actually, I don’t like either, I prefer yogurt.</td>
</tr>
<tr>
<td>Do you like (… apples)?</td>
<td>Yes, I love them.</td>
</tr>
<tr>
<td></td>
<td>No, not really.</td>
</tr>
<tr>
<td>What is your favorite (… food)?</td>
<td>My favorite food is Korean food.</td>
</tr>
<tr>
<td>What kind of (… movies do you usually watch)?</td>
<td>I usually watch action movies.</td>
</tr>
</tbody>
</table>

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

James: What kinds of music do you like, Susan?
Susan: I’m partial to classical music. What about you?
James: I like jazz and 50’s and 60’s rock and roll.
Susan: What is your favorite kind of food?
James: Mexican food, without a doubt. What’s yours?
Susan: I don’t really have a favorite. I like all kinds of food, except Thai food. It’s too spicy for me.
James: Who is your favorite movie star?
Susan: Brad Pitt, he’s so handsome. Who do you like?
James: My favorite actor is Sean Connery and my favorite actress is Jody Foster.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is about two people talking about things they like… This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.
5. Paired Practice

What are your favorite things? Talk to your partner about the things listed below and tell why you like or dislike them. Also discuss how often or how long you usually engage in the activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Acceptation</th>
<th>Declination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Reading</td>
<td>TV soaps</td>
</tr>
<tr>
<td>Exercise</td>
<td>Watching news</td>
<td>Blind dates</td>
</tr>
<tr>
<td>Romance movies</td>
<td>French food</td>
<td>R &amp; B music</td>
</tr>
<tr>
<td>Traveling</td>
<td>Studying</td>
<td>Ping Pong</td>
</tr>
</tbody>
</table>

Invitations

1. Lesson: Invitations

When friends get together, they usually do so by an invitation from one person to another. An invitation may be very casual, such as asking a friend to go out for a drink or dinner after work or more formal, such as a wedding invitation. More formal invitations are usually written and may require an RSVP (French abbreviation for répondez s'il vous plaît, meaning please reply). Whether invitations are formal or informal, it’s always great to get them, because it is an indication that they like you (at least most of the time).

2. Lesson Objectives: Students will learn various expressions for extending and accepting or declining invitations.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you free ( … on Friday night)?</td>
<td>A: Sure, what did you have in mind?</td>
</tr>
<tr>
<td></td>
<td>D: No, I’m going to my grandmother’s 80th birthday party.</td>
</tr>
<tr>
<td>Would you like to ( … go to a picnic on Sunday afternoon)?</td>
<td>A: That would be great, thanks.</td>
</tr>
<tr>
<td></td>
<td>D: No can do, I have a soccer game.</td>
</tr>
<tr>
<td>How about going to ( … the movies with me this Saturday)?</td>
<td>A: That sounds great. What time?</td>
</tr>
<tr>
<td></td>
<td>D: Sorry, I’ve already made other plans.</td>
</tr>
<tr>
<td>I’d like to invite you to ( … the dance this weekend)?</td>
<td>A: How kind of you to ask, I’d be delighted.</td>
</tr>
<tr>
<td></td>
<td>D: I’m sorry, but I have a previous engagement</td>
</tr>
<tr>
<td>Do you want to go to ( …the rock concert with me)?</td>
<td>A: Sure. When?</td>
</tr>
<tr>
<td></td>
<td>D: No thanks, loud concerts give me an earache.</td>
</tr>
</tbody>
</table>
Talk, Talk, Talk

3 Likes and Dislikes

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Mark:** Helen, are you busy on Friday night?

**Helen:** I have no plans yet. Why?

**Mark:** I was wondering if you would like to go to a party.

**Helen:** Maybe, where’s the party and what’s the occasion?

**Mark:** It’s at my friend Bill’s house. It’s his birthday.

**Helen:** Sure, that sounds like fun. What time?

**Mark:** I’ll pick you up about 8:30.

**Helen:** Ok, I’ll see you then.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: *This dialogue is about a man inviting…*

This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

Activities and Exercises

1. Paired Practice

   How often are you invited to parties? Discuss the topics below with your partner. Your partner should ask questions to get more information.

   - What events do you invite your friends or colleagues to?
   - How often do you extend or accept invitations?
   - When invited to someone’s house, do you usually bring a gift? What kind of gift?
   - What was the last event you were invited to?
   - Did you have fun? Would you like to do it again?

2. Role play

   **The situation:** Extending invitations

   **The roles:** See below

   Invite your partner to the following activities. Your partner should accept some of the invitations, but decline others. If they decline, they should offer polite reasons for rejecting the invitation.

   If they accept the invitation, both partners should continue the conversation to get more information about the event, such as:

   - the day and time
   - where they should meet
   - how much money it will cost
   - what kind of dress is required
   - how long the event will last
   - if anything special is needed to participate in the event

   To a performance of the Russian Ballet
   To a friend’s birthday party
   To downtown to go window shopping
   To a formal dinner
   To a horror movie
   To a natural history museum
   To a lecture about finance
   To an amusement park
   To ball room dancing lessons
   To an ice fishing at the lake

Yada Yada English

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**Talk, Talk, Talk**

**4 Opinions**

1. **Lesson:** Opinions
   Just about everyone has an opinion about most things. We seek people’s opinions all the time. You may want to know a friend’s opinion of a movie that you are thinking of seeing. A teacher may ask you your opinion of a homework assignment. A co-worker may want to know what you think of a job related suggestion to improve sales. An acquaintance may seek your opinion on a political candidate. Whatever your opinion is on any given subject, you will find someone that agrees with you and someone that disagrees with you.

2. **Lesson Objectives:** Students will learn various expressions for asking for and giving opinions and agreeing or disagreeing.

3. **Procedure:** Give students handouts of the following expressions. Read the expressions and have the students repeat them. The teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you think of the movie?</td>
<td>I thought it was boring.</td>
</tr>
<tr>
<td>What is your opinion of the President’s proposed economic package?</td>
<td>I don’t think it will help the economy too much.</td>
</tr>
<tr>
<td>Do you agree with Pam’s proposal?</td>
<td>I can’t say that I do, I think it will be ineffective.</td>
</tr>
<tr>
<td>Do you concur with the board’s recommendations?</td>
<td>Yes, but with minor reservations.</td>
</tr>
</tbody>
</table>

After an opinion is given, either you agree with it or not. Look at the expressions below to indicate agreement or disagreement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think classical music is boring to listen to.</td>
<td>A: You said it.</td>
</tr>
<tr>
<td></td>
<td>D: I couldn’t disagree more.</td>
</tr>
<tr>
<td>The President needs to raise taxes to solve the problem.</td>
<td>A: I think you’re right.</td>
</tr>
<tr>
<td></td>
<td>D: I don’t think that’s the answer at all.</td>
</tr>
<tr>
<td>Abortion is nothing less than murder.</td>
<td>A: I believe so too.</td>
</tr>
<tr>
<td></td>
<td>D: In my opinion, abortion is nothing more than freedom of choice.</td>
</tr>
<tr>
<td>I think the president’s economic policies are good?</td>
<td>A: I’ll go along with that.</td>
</tr>
<tr>
<td></td>
<td>D: Well, we don’t see eye to eye on that.</td>
</tr>
<tr>
<td>I think studying English is a waste of time.</td>
<td>A: I’m with you.</td>
</tr>
<tr>
<td></td>
<td>D: I beg to differ.</td>
</tr>
<tr>
<td>I like this red dress. How about you?</td>
<td>A: It work’s for me.</td>
</tr>
<tr>
<td></td>
<td>D: I don’t really think that red is your color.</td>
</tr>
<tr>
<td>GONE WITH THE WIND is the best movie ever made.</td>
<td>A: I'll buy that.</td>
</tr>
<tr>
<td></td>
<td>D: I disagree, STARS WARS was much better.</td>
</tr>
</tbody>
</table>
4 Opinions

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

Alice: What did you think of the movie, Peter?
Peter: I thought it was boring.
Alice: Really? I loved it. Why did you think it was boring?
Peter: It was too predictable. You knew what would happen in the end. The same old thing- boy meets girl, boy fights with girl, boy marries girl.
Peter: Did you like the sound track of the movie?
Alice: No, I hated it. It was too loud and too hard rock for me. What did you think of it?
Peter: I thought it was great, but then, I like hard rock.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is about two people expressing their opinions of … This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

Activities and Exercises

1. Paired Practice
   Do you agree or disagree with your partner about the following topics? Discuss these topics with your partner and give reasons why you agree or disagree.
   - watching golf is exciting
   - governments should spend less money on social services
   - tests are a poor method of assessing students acquired knowledge
   - watching too much TV is bad for a child’s mind
   - children should be seen and not heard

2. Pair Work- discussion
   What are you and your partner’s opinions about these topics? Discuss the items below and give detailed reasons for your opinions. Do you agree?

   The acting skills of Tom Hanks
   Your partner’s hair style
   The honesty of politicians in your country
   Your partner’s attire
   Using cell phones while driving
   The death penalty
   The movie Titanic
   The WWF
   Madonna
   Exploration of space—worth while or not
   Plays by Shakespeare
   Euthanasia (mercy killings)
5 Schedules and Routines

1. Lesson: Schedules and routines
People frequently talk about their daily or weekly routines and schedules, especially with family or friends. They may do so just out of curiosity or because they want to plan for some event. When talking about daily schedules and routines, adverbs of frequency are used to indicate how frequently you do things. Look at these common adverbs of frequency.

<table>
<thead>
<tr>
<th>100%</th>
<th>80%</th>
<th>50%</th>
<th>20%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>usually</td>
<td>sometimes</td>
<td>seldom</td>
<td>never</td>
</tr>
<tr>
<td>all the time</td>
<td>most of the time</td>
<td>occasionally</td>
<td>rarely</td>
<td>not at all</td>
</tr>
</tbody>
</table>

Everyone has some kind of schedule or daily routine. They get up at a certain time, eat at a certain time, and go to work at a certain time. For some people, schedules are very fixed and regimented. For others, schedules may be very flexible and varying. Most people have things on their schedules that have to be done, no matter what—like go to work, feed the baby, or taking medicine. Sometimes these things happen daily, sometimes weekly, and sometimes less frequently.

2. Lesson Objectives: Students will learn various expressions for talking about schedule and routines.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asking About Schedules</strong></td>
<td></td>
</tr>
<tr>
<td>What time (... do you go to work)?</td>
<td>I leave the house at 7:30.</td>
</tr>
<tr>
<td>When do (... you usually do laundry)?</td>
<td>Usually on Saturday afternoons.</td>
</tr>
<tr>
<td>Where do (... you exercise)?</td>
<td>I go to a gym in my neighbor.</td>
</tr>
<tr>
<td><strong>Expressing Obligation</strong></td>
<td></td>
</tr>
<tr>
<td>I must go to (... class this morning).</td>
<td>Why? Do you have a test?</td>
</tr>
<tr>
<td>He has to (... be at work by 8:00 AM).</td>
<td>What happens if he is a little late?</td>
</tr>
<tr>
<td>I'm expected to (... visit my grandmother every Sunday afternoon).</td>
<td>Does she get upset if you don’t show up?</td>
</tr>
<tr>
<td>I am supposed to (... deposit the stores weekly sales income in the bank on Friday afternoons.).</td>
<td>Will you get fired if you don’t?</td>
</tr>
<tr>
<td>(... All applicants) are required to (... have an eye vision test before getting a driver’s license).</td>
<td>If your vision is poor, will they deny you a driver’s license?</td>
</tr>
</tbody>
</table>
Talk, Talk, Talk

5 Schedules and routines

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

Claudia: What time do you usually wake up, Bridgette?
Bridgette: Usually I’m up by 6:00, even on weekends.
Claudia: When do you go to work?
Bridgette: I leave my house at 8:30 and arrive at the office a little before 9:00.
Claudia: When do you eat lunch?
Bridgette: It depends on my schedule, anywhere from 11:30 to 2:00.
Claudia: What time do you leave the office for the day?
Bridgette: I try to get out of there by 6:00, but sometimes I work until 6:30 or 7:00.
Claudia: What do you do after work?
Bridgette: I go home and cook dinner, feed my cat, and watch TV or listen to music until I go to bed. On weekends, I usually go out with friends.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is about two women talking about … This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

Activities and Exercises

1. Paired Practice

What is your daily schedule like? Tell your partner all about it. Be specific and detailed. Discuss what you do from the time you wake up until you go to bed, on weekdays and weekends.

2. Pair work-discussion

Tell your partner some of the things that you have to do or are expected or supposed to do during the week. Your partner should continue the conversation by asking questions about when, why, and what happens if you do not do the thing.
3. Pair Work - discussion

Do you ever play tennis? Ask your partner if they ever do any of the activities listed below. Ask other questions to get more information about when what time, where, how often, with who, cost, etc.

Swim in the ocean  Go on double dates  Write poetry
Go camping  Study all night  Ride a motorcycle
Sing karaoke  Wake up late  Argue with parents
Sky or scuba dive  Ride the subway  Go bowling
Watch foreign movies  Play board games  Lift weights
Cook pizza  Buy expensive clothes  Ride a roller coaster
Knit  Go to the zoo  Go to the theater

4. Group work - game (See the games board on the next page)

Get into two teams, with two persons per team. Each team picks a color (yellow or red). One team member selects a square and his partner answers the question or does as requested.

If a grammatically correct response is given, the team gets 4 points. If a grammatically incorrect response is given, the team gets 2 points. If no answer is given the team gets 0 points.

The opposing team decides whether 4, 2, or 0 points is given.
5 Schedules and Routines

- What does your mother or father do after work to relax?
- Can your father fly an airplane?
- Ask your partner—Do you ever… (finish the sentence with your own idea)
- What chores do you have to do at home?
- Does your mother ever bake cookies?
- Do you ever eat cold pizza for breakfast?
- What are you expected to do during family gatherings?
- Invite your partner to go window shopping.
- When is your first class on Wednesday?
- What have you seen that has surprised you the most?
- Can you dance the polka?
- What time do you usually wake up?
- What is the best animal trick you have seen?
- Invite your partner to lunch.
- How often do you go roller skating?
- How often does your best friend call you on the phone?
6 Asking for Help

1. Lesson: Asking for help
   Everyone needs help from time to time and most people are willing to give it in a time of need. Fortunately, most of the time, the help needed is for something minor. A friend may ask for help moving, a colleague may seek assistance writing a report, or a foreigner in a strange land may need help communicating with the locals. Whatever help is needed, most give it willingly—after all, the shoe may be on the other foot some day.

2. Lesson Objectives: Students will learn various expressions for asking and giving help and advice.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To offer help</strong></td>
<td></td>
</tr>
<tr>
<td>Would you like some help?</td>
<td>Yes, that would be great.</td>
</tr>
<tr>
<td>Can I give you a hand?</td>
<td>Thanks, much obliged.</td>
</tr>
<tr>
<td>Do you need a hand?</td>
<td>No thanks, I've got it.</td>
</tr>
<tr>
<td>May I offer my assistance?</td>
<td>That would be so kind, thank you.</td>
</tr>
<tr>
<td><strong>To ask for help</strong></td>
<td></td>
</tr>
<tr>
<td>Could you give me a hand?</td>
<td>Certainly.</td>
</tr>
<tr>
<td>Would you mind helping me out?</td>
<td>Not at all.</td>
</tr>
<tr>
<td>Could you help me please?</td>
<td>My pleasure.</td>
</tr>
</tbody>
</table>

As with help, people need advice from time to time. Your family or friends may need advice about relationships, financial investments, or how to deal with an irritating co-worker. Look at the expressions can be used when asking for advice.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When asking for advice</strong></td>
<td><strong>When giving advice</strong></td>
</tr>
<tr>
<td>What do you think I should do?</td>
<td>Why don’t you (…. take a taxi instead, it’s faster.)</td>
</tr>
<tr>
<td>That’s a good idea.</td>
<td></td>
</tr>
<tr>
<td>What would you do in my shoes?</td>
<td>Have you thought about (…. getting some medicine at the pharmacy)?</td>
</tr>
<tr>
<td>Maybe you’re right.</td>
<td></td>
</tr>
<tr>
<td>Do you have any ideas about what to do?</td>
<td>I think you should (…. see a doctor).</td>
</tr>
<tr>
<td>Thanks for the advice.</td>
<td></td>
</tr>
<tr>
<td>What would you suggest?</td>
<td>Have you considered (…. the local markets? Sometimes they have great deals).</td>
</tr>
<tr>
<td>That might work. I hadn’t thought of that.</td>
<td></td>
</tr>
<tr>
<td>Can you think of anything that might help?</td>
<td>One option may be to (…. call your embassy).</td>
</tr>
<tr>
<td>Thanks, I’ll try that.</td>
<td></td>
</tr>
</tbody>
</table>
4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Barry:** Could you give me a hand this weekend?
**Larry:** Doing what?
**Barry:** Landscaping my yard.
**Larry:** That sounds like a big job.
**Barry:** It might be, it depends on how I decide to do it.
**Larry:** You don’t know yet?
**Barry:** I can’t make up my mind. I’m vacillating between desert landscape with cacti or lush green grass with lots of flowers. What do you think it should be?
**Larry:** Well, a desert landscape has a lot less maintenance, but nothing beats a nice green lawn.
**Barry:** Thus my dilemma. What would you do?
**Larry:** Let me ask you this- how much time will you spend out there.
**Barry:** With my schedule, probably not much.
**Larry:** Then I would go with the desert. Keeping up a grass lawn is a lot of work.
**Barry:** Yea, I think you are right.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is about a man asking for advice about … This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

**Activities and Exercises**

1. **Paired Practice**
   When was the last time you helped someone (or someone helped you)? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.
   - what was the help for
   - where did it happen
   - when did it happen
   - how often do you offer assistance

2. **Pair work - discussion**
   When was the last time you gave someone advice or asked for advice? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.
   - what was the advice for
   - was it good advice
   - who did you ask/who asked you
   - did you follow the advice- why or why not
6 Asking for Help

3. Role play

The situation: Seeking help on the street.
The roles: you, a stranger

Role play the situations below with a partner, each of you taking one role. Use your imagination in your conversations, be a little silly and have fun, but be sure to use complete sentences. Continue the conversation by asking for more details about when, where, why, etc.

Ask for assistance for the following situations of a stranger. Use some of the expressions for asking for help or assistance from above. Be sure to express your gratitude. Use your imagination and continue the conversation.

- Moving a heavy box
- Directions to the subway
- Where the jeans are in a store
- Using an ATM (instructions are in a foreign language)
- Using a cell phone
- Fixing a flat

4. Group work-game (See the games board on the next page)

Get into groups of three or four. One person selects a call out and asks for advice about the problem. All members of the group give advice. The person that gives the best advice gets three points. The person asking for the advice decides who gives the best advice. Use some of the expressions on asking for and giving advice listed above. The person with the most points at the end of the game wins.
6 Asking for Help

I want to get my mother-in-law to like me.

A close friend is telling lies about me.

I want to lose weight fast.

My parents always argue. Should I intervene?

I want to be more assertive.

I need a cure for a hangover.

I want to impress a boy or girl.

I have too many pimples.

I saw my boyfriend/girlfriend kiss another person.

I want to change my looks.

I want to make some money fast.

An associate committed a crime—should you tell someone?
7 Lending and Borrowing

1. **Lesson**: Lending and borrowing
   Everyone has family, friends, or colleagues who at one time or another will want to borrow something that you have. It may just be a pen to write a note, or money for lunch, or something more substantial like your truck for a day so they can move or the use of your lake side cabin for a weekend getaway. Just be certain that they return whatever was borrowed - to ensure a continued relationship with that person.

2. **Lesson Objectives**: Students will learn various expressions for lending and borrowing.

3. **Procedure**: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could you lend me ( … a dollar)?</td>
<td>Of course, my pleasure.</td>
</tr>
<tr>
<td></td>
<td>Sorry, I'm broke.</td>
</tr>
<tr>
<td>May I borrow ( … your text book)?</td>
<td>Sure, go ahead.</td>
</tr>
<tr>
<td></td>
<td>Yes, but only after I'm finished</td>
</tr>
<tr>
<td></td>
<td>with it.</td>
</tr>
<tr>
<td>Do you mind if I use ( … your pen)?</td>
<td>Not at all, help yourself.</td>
</tr>
<tr>
<td></td>
<td>I'm sorry, but this is my lucky</td>
</tr>
<tr>
<td></td>
<td>pen and I never let anyone use it.</td>
</tr>
<tr>
<td>Will you lend me ( … your car)?</td>
<td>Maybe, where are you going and</td>
</tr>
<tr>
<td></td>
<td>when will you be returning?</td>
</tr>
<tr>
<td></td>
<td>No way.</td>
</tr>
</tbody>
</table>

**Lend and Borrow**
Lend and borrow are frequently used incorrectly by non-native speakers. They are very similar in meaning, but cannot be used interchangeably.

It may help if you think of borrow to mean receive or take something. When using borrow, the subject of the sentence is receiving something. Think of lend to mean give something. When using lend, the subject of the sentence is giving something.

- Can you borrow me your book? Incorrect
- Can I borrow your book? Correct
- Can you lend me your book? Correct
4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Alfred:** Olive, can I borrow your new Stone’s CD?
**Olive:** No.
**Alfred:** Why not, I’ll give it back. I just want to make a copy.
**Olive:** I know; I trust you. It’s just that I only got it this morning and haven’t listened to that much yet. I’ll lend it to you in a couple of days.
**Alfred:** Ok, that will work.
**Olive:** Will you lend me your truck on Saturday morning. I have to take a load to the dump.
**Alfred:** Sure, as long as you return it by noon and put a few gallons of gas in it before you return it. My sister wants to borrow it to help her friend move.
**Olive:** No problem. Do you want me to return it to your place or your sisters?
**Alfred:** Better make it my place. She could change her mind, you know how she is.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: *This dialogue is about a man asking to borrow …* This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

**Activities and Exercises**

1. **Paired Practice**
   Do you lend or borrow things often? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.
   
   - what do you lend/borrow
   - how long are things borrowed or lent for
   - how often does it happen
   - have you every had problems getting it back or returning it

2. **Paired Practice**
   Ask your partner if you can borrow some of the items below. Your partner should ask how long you intend to have the item and when you plan to return it. If your partner refuses to lend the item, find out why and try to persuade him to lend it anyway.

   - Cell phone
   - Clock
   - Dictionary
   - Cassette player
   - Bicycle
   - Truck
   - Computer
   - Lawn mower
   - Money
8 Making Comparisons

1. Lesson: Making comparisons
   At times you will need to compare one thing to another. A friend may ask you to compare two movies that you have seen to decide which one he should watch, a colleague may want a comparison between two vacation spots you have visited, or a stranger may ask for a comparison between two restaurants. When you compare two or more things you are indicating which is better or worse between them. When the superlative is used, you are indicating which is the best or the worst.

2. Lesson Objectives: Students will learn various expressions for making comparisons.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which ( …car) do you think is better?</td>
<td>The SUV has better gas mileage than the truck.</td>
</tr>
<tr>
<td>Are ( …roses) more ( … fragrant than lilacs)?</td>
<td>Beats me, I’m not a flower person.</td>
</tr>
<tr>
<td>Who is the best ( …country and western singer these days)?</td>
<td>Nobody is better than Willy Nelson.</td>
</tr>
<tr>
<td>What is the worst (movie you have ever seen)?</td>
<td>Without a doubt, The Ant that Ate Anaheim.</td>
</tr>
</tbody>
</table>

Comparatives and superlatives

Comparatives are formed by either adding -er or -ier to the end of a word (Add -er if the word ends in a consonant. Add -ier if the word ends in a y (change the y to i and add -er) or by adding more or less before the word. A simple rule to follow when deciding whether to use -er (-ier) or add more or less is: if the word is three or more syllables, use more or less. If the word is two syllables or less use -er (-ier ). This rule is a guide only and some words do not follow it.

<table>
<thead>
<tr>
<th>big</th>
<th>bigger</th>
<th>small</th>
<th>smaller</th>
</tr>
</thead>
<tbody>
<tr>
<td>heavy</td>
<td>heavier</td>
<td>busy</td>
<td>busier</td>
</tr>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>common</td>
<td>more common</td>
</tr>
</tbody>
</table>

Superlatives are formed by adding -est to the end of the word or by using most or least before the word. The same syllable rule applies here in deciding to use -est or most or least.

<table>
<thead>
<tr>
<th>wise</th>
<th>wisest</th>
<th>fast</th>
<th>fastest</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiet</td>
<td>quietest</td>
<td>simple</td>
<td>simplest</td>
</tr>
<tr>
<td>anxious</td>
<td>most anxious</td>
<td>diligent</td>
<td>most diligent</td>
</tr>
</tbody>
</table>
8 Making comparisons

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

Jasper: Where do you think is the best place to go on a vacation?
Randy: Hawaii, without a doubt.
Jasper: Why Hawaii?
Randy: Because it has the most beautiful beaches and the largest number of girls in bikinis in the world.
Jasper: That may be true, but it is also one of the most expensive places to vacation. It also gets a lot of rain.
Randy: What place do you think is best?
Jasper: Miami. Miami also has some great beaches, has lots of girls, gets much less rain than Hawaii, and it is less expensive.
Randy: True, but Hawaii has better golf courses and they are cheaper than the golf courses in Miami.
Jasper: I wouldn't say they are better, they are just more difficult to play.
Jasper: What about the setting? Hawaii is a tropical island with more lush vegetation than Miami, not to mention the most amazing sunsets anywhere.
Randy: I'll admit that's true.
Jasper: So where are you going on vacation this year?
Randy: Alaska. I want to see a polar bear.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is about two people who are comparing…

This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

Activities and Exercises

1. Paired Practice

What was your best vacation? Discuss this with your partner. You partner should ask questions to get more information. Include the items below in your discussion.
- where was it
- when was it
- how long was it
- why was it the best- give specific examples
2. **Pair Work - discussion**

   Which things are better? Discuss and compare the following items, stating the advantages of one over the other, using comparatives and superlatives. The notes in parentheses are possible ideas for comparison. Feel free to add to the list.

   **Going to San Francisco or Seoul for vacation**
   (weather, pollution, tourist attractions, expense, entertainment, people)

   **Traveling by bus or train**
   (price, comfort, speed, the view, people you meet, services)

   **Buying a house or apartment**
   (price, maintenance, convenience, safety, spaciousness, parking)

   **CD's or tapes**
   (price, availability, quality, storage space)

   **Family cars or sports cars**
   (price, number of passengers, speed, appearance, gas mileage, maintenance)

   **Jogging or bike riding for exercise**
   (health benefits, exertion required, calories burned, cost)

   **Watching baseball or basketball on TV**
   (level of excitement, speed of the game, length of the games, rules of the games)
9 Describing People

1. **Lesson:** Describing people

   When you want to know what someone looks you, you are going to ask for a description. Descriptions can be very simple (he's ugly) or very descriptive and detailed. (She's 5 feet 4 inches tall, with straight flaming red shoulder length hair, sparkling dark green eyes, a dazzling pearly white smile, with a cute dimple on her left cheek, and lightly tanned facial skin as smooth as a baby's behind, with a body like Marilynn Monroe). Just remember- when giving descriptions, people liked to flattered, not insulted!

2. **Lesson Objectives:** Students will learn various expressions for asking for and giving descriptions and common vocabulary words used when giving descriptions.

3. **Procedure:** Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does (… she) look like?</td>
<td>She looks like a model.</td>
</tr>
<tr>
<td>What color is her hair?</td>
<td>It's black?</td>
</tr>
<tr>
<td>What color are his eyes?</td>
<td>They're blue.</td>
</tr>
<tr>
<td>How tall is she?</td>
<td>She is five feet, four inches tall.</td>
</tr>
<tr>
<td>How much do you weight?</td>
<td>I weight 75 kilos.</td>
</tr>
<tr>
<td>Does he have any distinguishing characteristics?</td>
<td>He has a scar on his left cheek.</td>
</tr>
<tr>
<td>How old is your mother?</td>
<td>She’s 45 years old.</td>
</tr>
<tr>
<td>Does the professor wear glasses?</td>
<td>No, but he wears contacts.</td>
</tr>
<tr>
<td>What is she wearing?</td>
<td>She is wearing a red T-shirt, tight blue jeans, and sandals.</td>
</tr>
</tbody>
</table>

   Below are adjectives that can be used when describing people’s physical characteristics.

   **Hair:** long, short, straight, curly, permed, ponytail, bangs, crew cut, shoulder length, bald, receding hairline, salt and pepper, blond, gray, bald, wavy

   **Body build:** Skinny, thin, slender, average weight, muscular, fat, chubby, plump, obese, overweight, beer belly, average build, stocky, medium height, tall, short

   **Facial features:** mustache, beard, side burns, pimples, dimples, round eyes, square chin, big nose, wears glasses, round face
When giving descriptions, it is also sometimes useful to talk about what the person is wearing. There are many words that can be used to describe and identify apparel.

### Types of Clothing

<table>
<thead>
<tr>
<th>Tops</th>
<th>Under Garments</th>
<th>Women's Wear</th>
<th>Outer Wear</th>
</tr>
</thead>
<tbody>
<tr>
<td>casual shirt</td>
<td>underwear (men)</td>
<td>skirt</td>
<td>jacket</td>
</tr>
<tr>
<td>dress shirt</td>
<td>briefs (men)</td>
<td>dress</td>
<td>coat</td>
</tr>
<tr>
<td>tee-shirt</td>
<td>panties (women)</td>
<td>pant suit</td>
<td>wind breaker</td>
</tr>
<tr>
<td>top</td>
<td>bra (women)</td>
<td>blouse</td>
<td>sweater</td>
</tr>
<tr>
<td>sweat shirt</td>
<td>stocking (women)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>nylons (women)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>socks (both)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bottoms</th>
<th>Shoes</th>
<th>Accessories</th>
<th>Clothing Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>jeans</td>
<td>dress shoes</td>
<td>hat/cap</td>
<td>wool</td>
</tr>
<tr>
<td>pants</td>
<td>loafers</td>
<td>tie</td>
<td>polyester</td>
</tr>
<tr>
<td>trousers</td>
<td>sandals</td>
<td>belt</td>
<td>cotton</td>
</tr>
<tr>
<td>shorts</td>
<td>tennis shoes</td>
<td>scarf</td>
<td>denim</td>
</tr>
<tr>
<td>cut offs</td>
<td>high heels</td>
<td>gloves</td>
<td>plastic</td>
</tr>
<tr>
<td></td>
<td>pumps</td>
<td>glasses</td>
<td>leather</td>
</tr>
<tr>
<td></td>
<td>sports shoes</td>
<td>jewelry</td>
<td>silk</td>
</tr>
</tbody>
</table>

Descriptions of people are not limited to physical descriptions but also to their character and personality. There are a number of expressions that can be used when asking about someone’s personality or character.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s (... your room mate) like?</td>
<td>She’s very friendly, but shy.</td>
</tr>
<tr>
<td>What kind of ( ... boss) do you have?</td>
<td>He’s very intelligent, but very demanding and somewhat of a perfectionist.</td>
</tr>
<tr>
<td>What kind of personality do ( ... you look for in a spouse)?</td>
<td>Someone who is assertive, but not aggressive; outgoing, but not dominating; confident, but not insecure.</td>
</tr>
<tr>
<td>How’s (... your co-worker), personality wise?</td>
<td>She’s fairly helpful and considerate, but extremely opinionated.</td>
</tr>
</tbody>
</table>
There are also countless words that can be used to describe a person's personality and character. Look at some of them below.

<table>
<thead>
<tr>
<th>shy</th>
<th>outgoing</th>
<th>demanding</th>
<th>easy going</th>
</tr>
</thead>
<tbody>
<tr>
<td>confident</td>
<td>insecure</td>
<td>pushy</td>
<td>laid back</td>
</tr>
<tr>
<td>domineering</td>
<td>meek</td>
<td>intelligent</td>
<td>stupid</td>
</tr>
<tr>
<td>attentive</td>
<td>neglectful</td>
<td>concerned</td>
<td>carefree</td>
</tr>
<tr>
<td>passionate</td>
<td>indifferent</td>
<td>hot blooded</td>
<td>mellow</td>
</tr>
<tr>
<td>strict</td>
<td>lenient</td>
<td>tolerant</td>
<td>intolerant</td>
</tr>
</tbody>
</table>

Very often, when describing someone, compliments may be paid. Every one likes to hear compliments. Compliments make people feel good about themselves, and we all need that at times. Compliments can be made about how a person looks, about their dress, about a skill or ability, or about a behavior. There are a number of expressions that can be used to compliment someone. Look at the examples below.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What a beautiful ( …new dress).</td>
<td>Thanks, I'm glad you like it.</td>
</tr>
<tr>
<td>You look ( …absolutely gorgeous).</td>
<td>How kind of you to say so.</td>
</tr>
<tr>
<td>(Your daughter can certainly play the Violin…) with best of them.</td>
<td>Thank you, I'm glad you appreciate her talent.</td>
</tr>
<tr>
<td>Nice tie. Is it new?</td>
<td>Yes, it was a birthday present from my wife. She has great taste.</td>
</tr>
<tr>
<td>Your presentation ( … was superb. The entire audience was spellbound).</td>
<td>Thanks, I appreciate that, but I was so nervous.</td>
</tr>
</tbody>
</table>

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Matt:** What does your girl friend look like?
**John:** She's very beautiful, with dark brown eyes and shoulder length blond hair.

**Matt:** How tall is she?
**John:** She's my height: five feet, four inches.

**Matt:** And is she slim, plump, average weight, obese?
**John:** She's slim, like a model. And she has a great figure.

**Matt:** And she's in her early twenty's, right?
**John:** Yes, she's the same age as me.

**Matt:** Why all the questions about my girl friend?

**John:** Where? I don't see her.
**Matt:** Under that big tree. Isn't she the one kissing the sailor?
**John:** What! Gloria!
9 Describing People

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: *This dialogue is about a man asking for a description* ...This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

**Activities and Exercises**

1. **Paired Practice**
   Describe people (family, friends, classmates, teachers, well known personalities in your country) you know to your partner. Your partner should ask questions to get more details or information. Include in your description the persons:
   - height and weight
   - eye and hair color
   - hair style
   - approximate age
   - any distinguishing features (beard, mustache, scars, dimples, freckles, tattoos, glasses, etc.)
   - type of clothes they normally wear

2. **Paired Practice**
   Give compliments to your partner about the following. Your partner should respond appropriately, but with humility.
   - A new dress or shirt
   - Their violin performance at a concert
   - A new hair cut
   - A nose job
   - An oral presentation in front of the class

3. **Group work- a fashion show**
   Get into groups of 6-8 students. Select one person from each group as moderator. As a group, write descriptions of the people in the group. Include in the descriptions the person’s:
   - approximate height
   - approximate weight
   - eye color
   - hair color and style
   - distinguishing marks (scar, beard, dimples, etc.)
   - if they have glasses (describe the glasses)
   - also describe what the people are wearing, including the color, style, and brand of clothing

Use as many adjectives as possible in your descriptions. Once the descriptions are complete, have a fashion show in the class room.

The moderator should introduce and give a physical description of the models. The models should describe in detail what they are wearing as they walk down the runway. Have fun.
10 Describing Emotions

1. Lesson: Describing emotions

When you meet family and friends, even strangers at times, they will ask about your well being. It's a polite thing to do. When talking about your well being, you may not only discuss your physical condition, but also your emotional state of mind. At any given time a person may be happy or sad, depressed or euphoric, angry or peaceful. Just remember, when strangers or casual acquaintances are asking about your emotional state, they are doing so to be polite, they may not want an honest answer, so don’t pour out your heart.

2. Lesson Objectives: Students will learn various expressions and vocabulary words for expressing emotions.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Common Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>happiness</td>
</tr>
<tr>
<td>down</td>
</tr>
<tr>
<td>bored</td>
</tr>
<tr>
<td>excited</td>
</tr>
<tr>
<td>flustered</td>
</tr>
<tr>
<td>sorrow</td>
</tr>
</tbody>
</table>

At times we all get upset or angry at someone or something. It's only human. If you happen to interact with someone that appears upset there are a number of expressions that can be used to ask the person what the problem is and a number of expressions to use in response. Look at the examples below.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's wrong (…with you)?</td>
<td>I'm very upset with you (… for not telling me mom was sick).</td>
</tr>
<tr>
<td>Are you OK?</td>
<td>No, I'm really ticked off (… that you dated my girlfriend).</td>
</tr>
<tr>
<td>What's the problem?</td>
<td>I'm fit to be tied. (… How could you approve the Jameson account without my approval)?</td>
</tr>
<tr>
<td>You look upset. Is any thing wrong?</td>
<td>Yes, I'm really annoyed that (… you did not come to my party).</td>
</tr>
</tbody>
</table>
Sometimes when people are upset they say and do things that they later regret. The polite thing to do in those situations is to apologize for your behavior. Apologies are appropriate not only for things you may have said or done to offend others, but also for things that may happen that are out of your control or things that happened by accident. Look at the expressions below that can be used in those situations.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please forgive me, ( ... I didn't mean to imply that you were stupid).</td>
<td>No problem.</td>
</tr>
<tr>
<td>I apologize for ( ... being late).</td>
<td>Think nothing of it.</td>
</tr>
<tr>
<td>Will you ever forgive me?</td>
<td>Of course I forgive you.</td>
</tr>
<tr>
<td>I'm so sorry ( ... I spilt the milk on your new carpet).</td>
<td>Don't worry about it.</td>
</tr>
<tr>
<td>Please accept my apology for ( … calling your father fat).</td>
<td>That's OK, no harm done.</td>
</tr>
</tbody>
</table>

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Kevin:** You look really mad, Gertrude. What's the matter?

**Gertrude:** What's the matter! You forgot my birthday!

**Kevin:** Is that all?

**Gertrude:** Is that all! You are supposed to be my boyfriend and you forgot my birthday. How could you? Do I mean nothing to you?

**Kevin:** I'm sorry, really sorry. It's just that birthdays were not that important in my family. I don't even remember my mother's and father's birthdays. What can I do to make it up to you? I'll do anything. Just please forgive me.

**Gertrude:** Well, if you promise to never forget again and take me out for a romantic dinner I'll forgive you.

**Kevin:** Done, you got it.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: *This dialogue is a man who forgot...* This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.
10 Describing Emotions

Activities and Exercises

1. Paired Practice
   Have you ever done anything that you regretted later? Tell your partner about it. Your partner should ask questions to get more information. Use the items below in your discussion.
   - What, when, and where was it
   - Who did it offend
   - How did you apologize
   - Was the apology accepted

2. Pair Work - discussion
   Look at the emotions and feelings below and tell your partner the situations that make you feel that way or the last time you felt that way. Your discussion should include when it was, where it was, who you were with, what caused you to feel that way, and what you did to overcome that feeling (if it was a negative feeling).
   - happy
   - sad
   - angry
   - frightened
   - shocked
   - depressed

3. Pair Work - discussion
   Do you have any pet peeves? A pet peeve is something minor that annoys you. For example, people who chew gum very loudly, or people who pull out in front of you in traffic and you have to slow down, (but only a little), or someone’s harmless, yet irritating laugh that you can’t stand to hear. Tell your partner about it. Your partner should ask questions to get more information. Include in your discussion:
   - What the behavior is
   - How often it occurs
   - Why it makes you peeved
   - What you do about it
4. Group Work- game

Get into groups or three or four. One person starts and selects a topic and asks the person on his right how they would feel in the given situation. After an item has been selected and answered put an X in the box. Continue around the group until all topics have been answered.

- If the person answers grammatically correctly without help, they get 5 points.
- If they answer incorrectly or with help, they get 3 points.
- If they can not answer, they get 0 points.

** The other group members decide on the points earned. The person with the highest score wins.

- Someone cuts in front of you in the line at the bank (and you have been waiting for 30 minutes).
- You are in a poker game and have four of a kind. You bet the farm. Another person in the game has a straight flush. You lose!
- Your parents give you an unexpected expensive gift for your birthday.
- Your best friend flirts with your lover.
- A professor tells you that you are the best student he has ever had.
- You are at a bar and someone accidentally spills a drink on you.
- A fellow student you know, (but only in passing) announces to the rest of the class that he/she loves you.
- You are home alone on a stormy night and hear strange noises coming from... A fellow student you know, (but only in passing) announces to the rest of the class that he/she loves you.
- You have to give an unprepared 5 minute presentation in front of the entire class.
- Someone copies from your test paper.
- You find out through the grapevine that one of your friends is saying nasty things about you.

How would you feel if...?
1. **Lesson**: Describing things
   Sometimes you may be asked to describe something, what it looks like, and it's function or purpose. For example, you may be talking to a person not up on the latest technological devices or telling someone about the newest time saving kitchen gadget.

   When you are describing objects you use adjectives, (words that describe nouns) such as the size, color, shape, material made from, thickness, texture, etc.

2. **Lesson Objectives**: Students will learn various expressions for asking about and giving descriptions of things.

3. **Procedure**: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it look like?</td>
<td>It's big, with eight hairy arms.</td>
</tr>
<tr>
<td>How big is it?</td>
<td>It's 3 feet, by 4 feet, by 5 feet</td>
</tr>
<tr>
<td>How much does it weigh?</td>
<td>It weighs 75 pounds.</td>
</tr>
<tr>
<td>What color is it?</td>
<td>It's bright yellow, brighter than a banana.</td>
</tr>
<tr>
<td>What's it made out of?</td>
<td>It's made of plastic and aluminum.</td>
</tr>
<tr>
<td>What is it?</td>
<td>It's a garlic press.</td>
</tr>
<tr>
<td>What does it do?</td>
<td>It puts a sharp point on wooden pencils.</td>
</tr>
<tr>
<td>What the purpose of (… a refrigerator)?</td>
<td>The purpose of a refrigerator is to keep food cold so it does not spoil.</td>
</tr>
<tr>
<td>What do you use a (… cheese grater) for?</td>
<td>A cheese grater is used to make small strips of cheese from a larger block.</td>
</tr>
<tr>
<td>How does a (… water heater) work?</td>
<td>Water is collected in a large tank and heated by either gas or electricity.</td>
</tr>
</tbody>
</table>

4. **Study**: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

   **Randall**: Do you know what a grandfather clock is?
   **Horace**: Yes, of course.
   **Randall**: I assume it is a kind of clock, but what does it look like?
   **Horace**: Well, they're usually big, about an average person's height, and maybe 20 to 24 inches wide.
   **Randall**: And.
   **Horace**: The clock face is at the top, usually a round face, and may have Roman Numerals.
   **Randall**: Go on.
   **Horace**: Below the face is a pendulum which hangs from a chain, or something similar, which swings back and forth as the clock ticks. The cabinets are made out of wood and usually stained brown.
After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is about a man describing… This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

**Activities and Exercises**

1. **Paired Practice**
   Do you or your family have a grandfather clock or any other antique items that has been handed down from one generation to the next? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.

   - its age and its history
   - why it is significant or important to your family
   - who in your family will the item be handed down to next
   - why that person will get the item

2. **Group work-game**
   Get into groups of four. One member of the group thinks of a common object around the house, such as a sofa, TV, or refrigerator. Describe the object to the other members of the group and see who can guess what the object is first. Start your descriptions with general information and gradually get more specific (you don’t want to make it too easy). Describe the object in this order:

   - size of the object
   - shape of the object
   - what it is made of
   - where it is usually found in the house
   - the function of the object

3. **Pair work-discussion**
   Work with a partner and explain what the following items are and how they work. The listening partner should ask questions to get more detail or clarification. Obviously most (if not all) people already know what these things are and how they work, but the purpose of the exercise is to practice using the language. So... the partner asking about the items should pretend to be very, very, stupid or from a very remote, uncivilized location that has never been exposed to these modern conveniences.

   - Pencil sharpener
   - Toaster
   - Calculator
   - Stethoscope
   - Bicycle
   - Clock
   - Camera
   - Bow and arrow
11 Describe Things

4. Group work- 20 questions

Play 20 questions with a group of 3 or 4 people. Think of an object. Other people in the group take turns asking yes and no questions until they can guess what the object is you are thinking about. Remember the questions must be answered with either a Yes or No.

- Is it an animal? No
- Is it in the kitchen? Yes
- Is it used to cook food? Yes
- Is it a common object in a house? Yes
- Does it keep food cold? No
- Is it an oven? Yes
12 Giving Instructions

1. Lesson: Giving instructions
   Every now and then someone may ask you instructions on how to do something. It may be something simple like how to operate a coin operated washing machine at a laundromat or it may be something more difficult, like programming a remote control for a TV.

2. Lesson Objectives: Students will learn various expressions for asking for and giving instructions.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

There are several standard expressions that can be used when asking for instructions. Look at these examples.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you operate (...this can opener)?</td>
<td>First, put the can under that sharp wheel and push that lever down.</td>
</tr>
<tr>
<td>Can you show me how to (...use this copier)?</td>
<td>After putting the paper under the cover, enter the number of copies needed and then press start.</td>
</tr>
<tr>
<td>Do you know how to (... use this rice cooker)?</td>
<td>Sure, put 3 cups of dried rice in, add 2 cups of water, and hit the start button.</td>
</tr>
<tr>
<td>How do I go about (... baking a cake)?</td>
<td>Buy a box of cake mix and follow the instructions on the back.</td>
</tr>
</tbody>
</table>

Giving instructions may sound difficult, (especially detailed instructions) but if the instructions are broken into small steps and the steps are clearly identified, it becomes a more manageable task. To do this, use sequence markers. These are words which guide the listener or reader through the instructions, by giving them the order of steps to follow. Common sequence markers are:

- first  second  third  forth
- after that  next  before that  then
- you begin by  the last step is  now  finish
4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Tommy:** Hi, David. You look busy? What are you doing?
**David:** I’m trying to figure out how to make these cookies, but I lost the instructions that came with the box.
**Tommy:** Making cookies from a box is easy. Want me to tell you?
**David:** Yes, these have to be done in an hour.
**Tommy:** Okay, first, pour the cookie mix from that bag into a large bowl.
**David:** Okay, now what?
**Tommy:** Next, add two eggs and a cup of milk to the bowl and beat until very creamy, with no lumps.
**David:** Won’t the egg shells be hard to eat?
**Tommy:** You have to break the eggs first, and just put in the whites and yolks. You throw the shells away. You’ve never cooked anything, have you?
**David:** No, this is my first time. That’s done, what next?
**Tommy:** Now, grease the cookie sheet with butter. Then put one tablespoon of cookie dough per cookie on the cookie sheet. You should space the dough evenly around the cookie sheet, leaving at least an inch between each cookie.
**David:** Got it. Now they go in the oven, right?
**Tommy:** Yes.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: *This dialogue is about one person giving instruction for …* This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

5. Paired Practice- discussion
When was the last time you had to give instructions? Tell your partner about it. Your partner should ask questions to get more information. Include in your discussion the following.

- What you were giving instructions for
- When was it
- Who did you give the instructions to
- Was it easy or difficult
- Did the person understand
12 Giving Instructions

Asking for repeats

It's likely to happen that when giving instructions the listener may become confused and need to have things repeated. This could also happen in any normal conversation between people— one person will not hear or understand what the other has said. Of course, there are other things that hinder communication besides not hearing someone. Examples include unknown vocabulary words, or idiomatic expressions that the listener does not understand, or the speaker is just talking way too fast for the listener to comprehend. Fortunately there are expressions that can be used to cover these situations as well.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm sorry, I didn't catch that.</td>
<td>First, fill in this form and take it to window 3.</td>
</tr>
<tr>
<td>Could you repeat that, please?</td>
<td>Certainly, the answer is no.</td>
</tr>
<tr>
<td>What did you say?</td>
<td>I said the answer is the planet Pluto.</td>
</tr>
<tr>
<td>One more time.</td>
<td>What is the chemical symbol for zinc?</td>
</tr>
<tr>
<td>Once more.</td>
<td>I said put the book in the refrigerator.</td>
</tr>
<tr>
<td>Come again.</td>
<td>The rain in Spain falls mainly on the plain.</td>
</tr>
<tr>
<td>Could you run that by me again?</td>
<td>After mixing the ingredients, stir vigorously until well blended, let it sit for one hour, and then put it in the oven.</td>
</tr>
<tr>
<td>Huh?</td>
<td>Do you have any money?</td>
</tr>
<tr>
<td>Please speak more slowly.</td>
<td>Of course, I'm sorry.</td>
</tr>
<tr>
<td>I'm sorry; I don't understand the expression (... fill in this form).</td>
<td>It means to answer all the questions or supply the information on that piece of paper.</td>
</tr>
<tr>
<td>What does (... ingredient) mean?</td>
<td>A ingredient is one thing of many that is in a dish or food. For example, flour is an ingredient in cakes.</td>
</tr>
<tr>
<td>I'm sorry; I don't know what you mean.</td>
<td>I mean you should be very careful.</td>
</tr>
<tr>
<td>Can you give me an example?</td>
<td>Things like necklaces, earrings, bracelets, etc.</td>
</tr>
</tbody>
</table>
12 Giving Instructions

If someone is in the middle of something, say giving instructions, and you become confused, you may need to interrupt them so they can repeat what they said or make it clearer. Interruptions in a conversation can be made for different reasons, not only to have instructions repeated. For example, you may interrupt someone who is working at a desk and you enter the office to talk to them, or you may interrupt someone who has said something that you disagree with. There are several expressions that can be used to interrupt someone. Look at the examples below.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During a conversation</strong></td>
<td></td>
</tr>
<tr>
<td>Wait a second, (... could you repeat that)?</td>
<td>I said a half past three.</td>
</tr>
<tr>
<td>Excuse me, ( ... I didn’t catch that).</td>
<td>I baked an apple pie.</td>
</tr>
<tr>
<td>Now hold on, (... I totally disagree).</td>
<td>You think so.</td>
</tr>
<tr>
<td>If I may interrupt?</td>
<td>Yes.</td>
</tr>
<tr>
<td><strong>While someone is working</strong></td>
<td></td>
</tr>
<tr>
<td>I hate to bother you but ( ... could I speak to you for a minute)?</td>
<td>Yes, what is it?</td>
</tr>
<tr>
<td>Sorry for bothering you.</td>
<td>No problem, what can I do for you?</td>
</tr>
<tr>
<td>Sorry for interrupting, ( ...I just need a second).</td>
<td>I’ll be with you in a moment.</td>
</tr>
<tr>
<td>Excuse me, (... but could I have a minute of your time)?</td>
<td>I’m really busy now. How about in 30 minutes in my office?</td>
</tr>
</tbody>
</table>
12 Giving Instructions

Activities and Exercises

1. Pair Work - discussion

Work with a partner and give instructions on how to do or make the following items. Be sure to use sequence markers in your instructions and to use complete sentences. Also try out some of the expressions for asking for repeats listed above, even if you don’t need them.

- Making an omelet
- Change oil in a car
- Video taping a movie on TV
- Converting Fahrenheit degrees to centigrade (Subtract 32 from the Fahrenheit temperature, then multiply by \(\frac{5}{9}\ths\))
- Saving a file on a computer
- Setting an alarm clock
- Use a washing machine
- Getting a visa to a foreign country
- Use a camera
- Playing Tic Tac Toe
12 Giving Instructions

2. Group work- Game

Get into groups of three or four. One person selects a question and asks it to the person on their right. If they answer correctly without help, they get 3 points. If they need help from others in the group (with vocabulary, correct grammar, etc), they get 1 point. If they can not answer, they get 0 points. The other team members decide the points received. The next person in the group plays by selecting a question and asking the person on their right. Play until all the questions have been answered. The person with the most points wins!

3. Group work- Game

In groups of four, develop a board game and write instructions on how to play it. Instructions should include the number of players, the rules of how to move, earn points, and win, etc. Write down the rules so they are easily understood by others who might want to play. Once the rules are completed, switch games with another team. Explain the rules to the team orally (in English, of course) so that they can play. Have fun.
13 Giving Directions

1. Lesson: Giving directions
   Not everyone knows where they are going and may need help with directions from time to time. Directions may be needed to get to a near by town, or directions to the newest mall in town or directions to the nearest rest room in a large building. Wherever you are going the expressions below can be used when asking for directions.

2. Lesson Objectives: Students will learn various expressions asking for and giving directions.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could you tell me how to get to ( …the library)?</td>
<td>Go to the next light and turn right. Go two blocks, it’s on the left.</td>
</tr>
<tr>
<td>How do I find ( … city hall)?</td>
<td>Just go straight, it’s on this street, on the right, about a mile and a half.</td>
</tr>
<tr>
<td>Which way do I go to get to ( … the post office)?</td>
<td>Drive to Jackson Street and turn right. The post office is in the middle of the block, across from the park.</td>
</tr>
<tr>
<td>Pardon me, I’m lost, how do I get to ( … the museum)?</td>
<td>Go to the second light and turn left. Then go the third stop sign. The museum is on that corner.</td>
</tr>
<tr>
<td>Could you direct me to ( … I-10)?</td>
<td>Take Pinal Avenue north about 8 miles. You’ll run into it.</td>
</tr>
<tr>
<td>Which is the best route to ( …the stadium)?</td>
<td>Take Washington Street north to the Papago freeway and head west. You can’t miss it.</td>
</tr>
</tbody>
</table>

Suggestions for giving directions

Giving street directions is really very easy when you remember to follow these points. When giving directions you are actually giving two sets of instructions.

In the first set- "Go To" - you are telling the listener what street to go to or how far to go.
In the second set- "Then", you are telling the listener what to do when they get there.
   (turn right/left, go straight, on the left, etc.)

Giving even very complicated directions is just a repetition of these two basic steps.

Another good idea is to use easily identifiable landmarks; instead of the amount of time to get someplace (time is relative, after all). Easily identifiable landmarks are street lights, stop signs, parks, tall building standing alone, etc.
13 Giving Directions

Prepositions of location most commonly used when giving directions:

- go straight
- go to
- turn right
- turn left
- cross
- on your right
- on your left
- beside
- next to
- behind
- across from
- in front of
- caddy corner
- on the corner of (to be very specific NE, SE, NW, SW corners)

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

Wally: Excuse me, could you tell me how to get to the city hospital?
Sally: Sure, the hospital is on Tenth Street, about 20 minutes away by foot. Go south on this street two blocks until you come to the stop light.
Wally: Go south two blocks to the stop light.
Sally: Correct, then, turn left and go three more blocks, until you come to the end of the road. A park will be in front of you.
Wally: Turn left and go for three blocks to the park.
Sally: Right, then turn right again and go seven blocks, to Lipton Avenue.
Wally: Turn right and go seven blocks to Lipton Avenue.
Sally: Next, turn left on Lipton Avenue and go two blocks. The hospital is on your left, across from the baseball stadium.
Wally: OK, let me see if I've got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue turn right and...
Sally: No, turn left on Lipton Avenue.
Wally: OK, turn left on Lipton Avenue, the hospital is two blocks down, on my left.
Sally: You got it.
Wally: Thanks.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is about a person asking directions to ... This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

Activities and Exercises

1. Paired Practice

Have you ever given directions to anyone lately? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.

- who did you give directions to
- where did you give directions to
- how often do you give directions
- have you ever not known the directions to a place asked about
13 Giving Directions

2. Paired Practice

Work with a partner and give directions to places on the map below.
3. Paired Practice
Work with a partner and ask for and give directions to the following places in town. Decide between you on a starting point. Use some of the expressions for asking directions and the prepositions of location listed earlier in the chapter.

The Places

- Movie theater
- Bus station
- City Hall
- Park
- Hospital
- Bus station
1. Lesson: On the telephone
   The telephone- one of the greatest inventions of all time! The telephone is a fast, easy, and efficient way to keep in touch. And these days, with the technology of the cell phone, you can contact just about anyone, anytime, anywhere in the world. Some people consider the telephone an absolute necessity, some a handy device in an emergency, and some just a plain nuisance. Whatever your opinion of the telephone, it is here to stay.

2. Lesson Objectives: Students will learn various expressions used when talking on the telephone.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello.</td>
<td>Good bye.</td>
</tr>
<tr>
<td>May I speak to (... John)?</td>
<td>Hold on please. (Hold the line, please).</td>
</tr>
<tr>
<td>Is (... Amy) there?</td>
<td>Speaking.</td>
</tr>
<tr>
<td>(... Jamie's interiors), may I help you?</td>
<td>Yes, I'm calling for (… Mr. Flanders).</td>
</tr>
<tr>
<td>Hi, (... Mrs. Murphy, is Allan) in?</td>
<td>Not at the moment, he just went to the store.</td>
</tr>
<tr>
<td>I would like to speak to (... Miss Parkins)?</td>
<td>May I ask who's calling?</td>
</tr>
<tr>
<td>Who's calling please?</td>
<td>This is (... Ralph Edison, from Barry’s Bakery).</td>
</tr>
<tr>
<td>I'll put you through.</td>
<td>Thanks.</td>
</tr>
<tr>
<td>I'll transfer you.</td>
<td>OK.</td>
</tr>
<tr>
<td>I got your message.</td>
<td>Thanks for calling back.</td>
</tr>
<tr>
<td>I'll call back.</td>
<td>OK, but make it soon, it's important.</td>
</tr>
<tr>
<td>I'm returning your call.</td>
<td>That was quick, thanks.</td>
</tr>
</tbody>
</table>

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

   Donna: Hello.
   Becky: Is Karen there?
   Donna: Not at the moment. She just went to the store.
   Becky: Do you know when she will return?
   Donna: It shouldn't be too long, maybe an hour or so. Can I take a message?
   Becky: Yes, thanks. This is Becky.
   Donna: And what is the message?
   Becky: Could you have her call me at my office, ASAP. It’s about the Quiggly account.
   Donna: Call you at your office in regards to the Quiggly account. Does she have your number?
   Becky: I'm not sure. Let me give it to you just in case. It's 745-8895.
   Donna: 745-8895. OK, I'll give her the message.
   Becky: Thanks a lot. Good bye.
   Donna: Good bye.
Talk, Talk, Talk

14 On the Telephone

Activities and Exercises

1. Role play

   The situation: Talking on the phone
   The roles: A caller, a receiver of a call

Use the information below and have a conversation with your partner. Role play the situations below with a partner, each of you taking one role. Use your imagination in your conversations, be a little silly and have fun, but be sure to use complete sentences. Continue the conversation by asking for more details about when, where, why, etc.

A. Calling for information: You are calling a theater to get information about the dates and times pictures will be showing. Use the following information.

<table>
<thead>
<tr>
<th>Movie</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gone With The Wind</td>
<td>M, T, W, Th</td>
<td>1:00, 5:00, 9:00</td>
</tr>
<tr>
<td>The Ant That Ate Anaheim</td>
<td>M, T, W, Th, F</td>
<td>1:00, 3:00, 5:00, 7:00, 9:00</td>
</tr>
<tr>
<td>Titanic</td>
<td>S, M, T, W, Th, F</td>
<td>11:00 AM, 2:00, 5:00, 8:00</td>
</tr>
<tr>
<td>Buddy Buddy</td>
<td>S, M, T, W</td>
<td>2:00, 4:00, 6:00, 8:00</td>
</tr>
</tbody>
</table>

B. Calling to make an appointment: you are a patient calling Dr. Wilson’s Dental Clinic and your partner is a receptionist at the office.

<table>
<thead>
<tr>
<th>The patient should</th>
<th>The receptionist should</th>
</tr>
</thead>
<tbody>
<tr>
<td>● request a time for the appointment</td>
<td>● ask what the appointment is for</td>
</tr>
<tr>
<td>● state reason for appointment (cleaning, toothache, etc.)</td>
<td>● suggest a day and time of appointment</td>
</tr>
<tr>
<td>● refuse first appointment time (you are busy)</td>
<td>● suggest an alternate day and time for the appointment</td>
</tr>
<tr>
<td></td>
<td>● thank the patient for calling</td>
</tr>
</tbody>
</table>

C. Wrong number: You are calling your best friend but receive a wrong number.

D. Leave message on answering machine: You are calling your best friend, but he or she is out and the answering machine answers. Your partner is the answering machine and should give the recorded tape message. The caller should leave their message.

F. Calling for pizza delivery: You are a hungry person calling Pizza King Pizza Parlor for a delivery. Your partner is an employee of the pizza parlor.

<table>
<thead>
<tr>
<th>The caller should</th>
<th>The employee should</th>
</tr>
</thead>
<tbody>
<tr>
<td>● place order, including a drink</td>
<td>● ask the caller for size and kind of pizza, the Toppings</td>
</tr>
<tr>
<td>● give name, address, and telephone number</td>
<td>● ask for callers name, address, and number</td>
</tr>
</tbody>
</table>
2. Role play

The situation: Taking phone messages
The roles: A caller, a callee

Use the information below and take a telephone message from the caller. Don't forget to say RING...RING

Message 1- A is calling, B is taking message

Information for A
Name of caller: Warren Keller
Name of person wanted: Sam Fuller
Reason for call: Meeting canceled
Message: Reschedule for Wednesday at 10:30

Information for B
Reason can't answer: Out of office

Message Memo
Date: _________________________
Time: _________________________
To: ___________________________
From: _________________________
Message: ______________________
Callers phone number: ____________

Message 2- A is calling, B is taking a message

Information for A
Name of caller: Alice Lynn
Name of person wanted: Choi Sung Hee
Reason for call: Thompson merger
Message: Call office ASAP

Information for B
Reason can't answer: On another line

Message Memo
Date: _________________________
Time: _________________________
To: ___________________________
From: _________________________
Message: ______________________
Callers phone number: ____________

Message 3- B is calling, A is taking a message

Information for B
Name of caller: Bobby Smith
Name of person wanted: Sally Dupont
Reason for call: Dance
Message: Can't make it to the dance, call her later

Information for A
Reason can’t answer: Went to store

Message Memo
Date: _________________________
Time: _________________________
To: ___________________________
From: _________________________
Message: ______________________
Callers phone number: ____________

Message 4- B is calling, A is taking a message

Information for B
Name of caller: Randy Goose
Name of person wanted: Clara Oates
Reason for call: Party
Message: Bring cookies to party, call her later

Information for A
Reason can’t answer: At doctor's

Message Memo
Date: _________________________
Time: _________________________
To: ___________________________
From: _________________________
Message: ______________________
Callers phone number: ____________
3. Role play

The situation: Telephone sales
The roles: A caller, a callee

You are a telephone salesperson. Use the following information and call your partner and make your sales pitch. Use your imagination when making the sales pitch. Inform the person called why the product is good, why the price is cheap, and how it could make their lives easier, happier, and more fulfilling.

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Product</th>
<th>Price</th>
<th>Person Called</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exotic Pets Inc.</td>
<td>Baby Llama</td>
<td>$1,398</td>
<td>Mrs. Bunny Mouse</td>
</tr>
<tr>
<td>Konyu Inc.</td>
<td>Water proof Socks</td>
<td>$39.95</td>
<td>Mrs. U. R. Gullable</td>
</tr>
<tr>
<td>How To Books</td>
<td>Book- How to Raise Guppies</td>
<td>$6.99</td>
<td>Mr. I. Dona Howe</td>
</tr>
</tbody>
</table>

B) Your partner is the sales-person calling you

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Product</th>
<th>Price</th>
<th>Person Called</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shady Cutlery</td>
<td>Kitchen Knives</td>
<td>$29.99</td>
<td>Mrs. Oh So Sharp</td>
</tr>
<tr>
<td>Atlas Exercise</td>
<td>Bar bells</td>
<td>$79.99</td>
<td>Mr. I. M. Weeke</td>
</tr>
<tr>
<td>Nuyu Cosmetics</td>
<td>Lip stick and Mascara</td>
<td>$19.99</td>
<td>Ms. B. U. Tugly</td>
</tr>
</tbody>
</table>

4. Paired Practice- discussion

Do you use the phone often? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.

- how often do you use it
- who do you talk to
- do you use it for business or pleasure mostly
- do others call you frequently- about what
- do you text message also- how often, to whom and what for

5. Group Work- Debate

Are cell phones really necessary? Some people don’t think so.
Get into groups of four. Two students will be debating the advantages of cell phones and the other two persons will be debating the opposing side. Try to persuade the other team that your position is correct.
1. Lesson: At a restaurant
Eating out is fun and exciting. It allows one to experience new taste sensations. It allows one to see unique dining settings and ambiances. It allows one to save time and effort since someone else does the cooking and cleaning up. Some people eat out every day and others only on special occasions. Eating out can be very cheap or very expensive, depending on where you go. No matter why, when, or where you go out to eat, hopefully it is always a taste sensation.

2. Lesson Objectives: Students will learn various expressions used at restaurants and basic vocabulary for describing food.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By a waiter</strong></td>
<td></td>
</tr>
<tr>
<td>May I take your order?</td>
<td>Could I have a few minutes, please?</td>
</tr>
<tr>
<td>Are you ready to order, sir?</td>
<td>Yes, I'll have the salmon.</td>
</tr>
<tr>
<td>How would you like ( ... your steak)?</td>
<td>Medium rare, please.</td>
</tr>
<tr>
<td>You have a choice of ( ...baked or mashed potatoes).</td>
<td>I'll have the mashed.</td>
</tr>
<tr>
<td>Would you care ( ...for something to drink)?</td>
<td>Yes, I'll have an iced tea.</td>
</tr>
<tr>
<td>May I get you anything else?</td>
<td>No, I'm fine thanks.</td>
</tr>
<tr>
<td><strong>By a customer</strong></td>
<td></td>
</tr>
<tr>
<td>Could I get another ( ... roll, please)?</td>
<td>Certainly, I will bring it right away.</td>
</tr>
<tr>
<td>Could I see the ( ... menu)?</td>
<td>One moment, please.</td>
</tr>
<tr>
<td>This steak is (... still bloody. Could you have the chef cook it a little more)?</td>
<td>Right away, ma'am.</td>
</tr>
<tr>
<td>This isn't what I ordered, (... I wanted a BLT and you gave me meat loaf)?</td>
<td>I'm so sorry sir. It's my first day and I'm still a little confused.</td>
</tr>
<tr>
<td>Can I get the check, please?</td>
<td>Right away, sir.</td>
</tr>
</tbody>
</table>

Once you have eaten, you may describe the food just eaten to your dining companion. You may also want to know how something may taste before ordering it. There are a number of words that can be used to describe food. Look at these examples.

**Words used to describe food**
- Bland
- Rich
- Spicy
- Salty
- Sweet
- Sour
- Bitter
- Hot

**Ways to prepare food**
- Pickled
- Baked
- Boiled
- Broiled
- Fried
- Sautéed

**Words to describe the taste of food**
- Delicious
- Awful
- Good
- Tasty
- Tummy
- Yucky
- Disgusting
4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

Waiter: Welcome to Kasey’s Kitchen. Do you have a reservation?
Customer: Yes, the name is Johnson, Paul.
Waiter: Right this way. Here’s the menu. I’ll return in a moment to take your order.
Waiter: Are you ready to order, sir?
Customer: Yes, I'll have the T-bone steak.
Waiter: How would you like that cooked?
Customer: Well done, please.
Waiter: You have a choice of potatoes- French fried, mashed, or baked.
Customer: I’ll have the baked potato.
Waiter: The vegetables today are corn on the cob, peas and carrots, or broccoli.
Customer: I'll take the corn on the cob.
Waiter: And what would you like for dessert?
Customer: I'll have a cherry pie, a la mode, please.
Waiter: Would you care for something to drink?
Customer: I'll take a large ice tea with my meal and a cup of black coffee with dessert.
Waiter: Very good sir. Enjoy you meal.
Customer: Thanks.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is about a man ordering... This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

Activities and Exercises

1. Paired Practice

When did you go to a restaurant last? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.

- when did you go
- where did you go
- what did you eat
- who did you go with
- how was the food
## 15 At a Restaurant

2. **Role play-** Use the menu below.

   **The situation:** At a restaurant
   **The roles:** waiter/waitress, customer

### The Fill Em Up Diner

#### Breakfast Menu

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ham and Eggs</td>
<td>4.95</td>
</tr>
<tr>
<td>Steak and Eggs</td>
<td>5.95</td>
</tr>
<tr>
<td>Bacon and Eggs</td>
<td>4.95</td>
</tr>
<tr>
<td>Sausage and Eggs</td>
<td>3.95</td>
</tr>
<tr>
<td>Pancakes with maple syrup</td>
<td>3.59</td>
</tr>
<tr>
<td>Waffles with maple syrup</td>
<td>3.59</td>
</tr>
<tr>
<td>Fruit platter (season fruits)</td>
<td>2.99</td>
</tr>
</tbody>
</table>

**Egg dishes served with your choice of toast or Danish roll.**

#### Lunch Menu

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamburger</td>
<td>5.29</td>
</tr>
<tr>
<td>Cheese burger</td>
<td>5.79</td>
</tr>
<tr>
<td>BLT</td>
<td>4.59</td>
</tr>
<tr>
<td>Ham and cheese</td>
<td>3.99</td>
</tr>
<tr>
<td>Tuna fish</td>
<td>3.99</td>
</tr>
<tr>
<td>Rueben</td>
<td>6.99</td>
</tr>
<tr>
<td>Fried egg</td>
<td>3.99</td>
</tr>
</tbody>
</table>

**Sandwich items served with your choice of breads and toppings, soup, salad, or coleslaw.**

#### Dinner Menu

**Mexican platter:** one taco, one cheese enchilada, one tamale, one combination bean and meat burrito, and fried rice or refried beans ................................................................. $8.99

**Italian platter:** A heaping pile of spaghetti, with meat balls or meat sauce, 6 pieces of ravioli, a generous portion of lasagna, served with a side of pasta and garlic toast .............. $9.99

**The following dinner plates are served with your choice of potatoes, vegetables, and breads.**

- **Steaks:** T-bone, filet mignon, or sirloin (10 ounce) .... 16.99
- **Chicken:** fried, baked, boiled, or barbecued ............. 8.99
- **Fish:** Halibut, Salmon, Cod, or Tuna (broiled) ........... 7.99
- **Pork Chops** (3-4 ounce chops) ................................... 8.99

**Choices**

- **Potato:** French Fries, Mashed, Baked, Country Fries, Hash browns
- **Vegetable:** Corn on the Cob, Peas, Asparagus, Squash, Broccoli, Spinach
- **Bread:** Garlic Bread, Wheat, Rye, Sour Dough, Dinner Rolls,

#### Drinks

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>.95</td>
</tr>
<tr>
<td>Juice (orange, tomato, apple)</td>
<td>.95</td>
</tr>
<tr>
<td>Pepsi, Coke, Dr. Pepper</td>
<td>1.25</td>
</tr>
<tr>
<td>Tea (hot and iced)</td>
<td>1.15</td>
</tr>
<tr>
<td>Beer</td>
<td>2.50</td>
</tr>
<tr>
<td>Wine (glass)</td>
<td>3.50</td>
</tr>
<tr>
<td>Coffee</td>
<td>.95</td>
</tr>
</tbody>
</table>

#### Desserts

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pies: Peach, Blueberry, Apple, Cherry</td>
<td>1.95</td>
</tr>
<tr>
<td>Cakes: Chocolate, Angel Food</td>
<td>1.95</td>
</tr>
<tr>
<td>Ice cream: Chocolate, Vanilla, Strawberry</td>
<td>1.35</td>
</tr>
</tbody>
</table>

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Yada Yada English 58 Pronunciationtips.com
15 At a Restaurant

3. Group work- skit

Get into groups of 4-6 people

The situation: Put on a short skit about a bad cook at a restaurant
The players: cooks, customers

One student is a bad cook at a restaurant. The other students are customers dissatisfied with the quality of the food. The customers should vehemently complain to the chef. Get a little angry.

The cook should apologize profusely and try to try make things right.

Have fun, be rowdy- but don't throw punches!

Complaints about the food may be:

- it is not cooked enough
- the entree is burnt
- the vegetables are wilted
- the soup is cold
- the bread is stale and moldy
- the milk is sour
- there is a cockroach in the noodles
- the food is very bland or too salty
- all the food tastes like vinegar
- there is a hair in the salad

4. Pair work- discussion

You and your partner want to open up a small restaurant. There are many things that need to be discussed and decided upon before opening. Some of those things in the discussion may include:

- the kind of food you would serve
- the basic menu
- the price range of the meals
- where it would be located
- the kind of customers you would cater to
- the decor of the restaurant
- the number and kind of staff you would employ
- what your individual jobs would be
1. Lesson: Shopping

Shopping! Everyone loves shopping, right? Well, maybe not everyone. But everyone has to do it from time to time to buy the necessities of life—like food and clothes. Many people enjoy shopping and spend a considerable amount of time at it. Others hate it and want to get it over with as quickly and painlessly as possible. Whether you love it or hate it, it has to be done.

2. Lesson Objectives: Students will learn various expressions for shopping.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>By a Clerk</td>
<td></td>
</tr>
<tr>
<td>May (can) I be of assistance?</td>
<td>Yes please, I'm looking for kitchen utensils.</td>
</tr>
<tr>
<td>How can (may) I help you?</td>
<td>Could you tell me where children's wear is?</td>
</tr>
<tr>
<td>May I assist you?</td>
<td>No thanks, I'm just browsing.</td>
</tr>
<tr>
<td>Could I help you find something?</td>
<td>Yes please, I'm looking for a pair of gloves.</td>
</tr>
<tr>
<td>Will there be anything else?</td>
<td>No, that will do it.</td>
</tr>
<tr>
<td>What size (…of pants) do you need?</td>
<td>I wear a 32 inch waist and a 34 inch length.</td>
</tr>
<tr>
<td>By a customer</td>
<td></td>
</tr>
<tr>
<td>How much are (… the blue jeans)?</td>
<td>They are $39.99.</td>
</tr>
<tr>
<td>Could you tell me ( … the price of that camera)?</td>
<td>Of course, it $249.59.</td>
</tr>
<tr>
<td>Do you have this ( … in another color)?</td>
<td>Yes, it also comes in green, red, and blue.</td>
</tr>
<tr>
<td>Do you have ( … this in a larger size)?</td>
<td>I'm sorry, that's the largest size we carry.</td>
</tr>
</tbody>
</table>

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

Clerk: Good afternoon. Can I help you?
Connie: Yes, I'm looking for a birthday gift for my mother-in-law.
Clerk: Did you have anything in particular in mind?
Connie: Not really, she's kind of picky. Maybe something in a porcelain knick knack for her living room.
Clerk: We have some nice, very artful, butterflies that can brighten up any room.
Connie: I don't think so; she's not a bug person. What are those things over there?
Clerk: Those are shifting sand paintings. You can change the look of the picture by turning the picture upside down. You see, the sand shifts to make another picture.
Connie: Well that's interesting. How much is it?
Clerk: It's $69.95.
16 Shopping

Connie: That’s a little more than I planned to spend.
Clerk: You could always get a gift certificate. That way she can get exactly what she wants.
Connie: That’s a good idea. I’ll do that. Can I get one for $50?
Clerk: Certainly.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is about a woman shopping for… This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

Activities and Exercises

1. Paired Practice
   When was the last time you went shopping? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.
   - where did you go
   - what did you buy
   - how long did you spend shopping
   - who did you go with
   - do you like shopping- why or why not

2. Role play
   The situation: Shopping
   The roles: a clerk, a customer

   The clerk should ask questions about the size, color, brand name, etc. of the items preferred by the customer. The customer should ask questions about the price, materials, warranties, rebates, discounts, etc. Be creative and use your imagination. For example the clerk may be out of some items or the customer hates black. Improvise and have fun.

   Suit      Kitchen knives           Frying pan            Evening gown
   Sofa                      Ear rings                 Tread mill          Fountain pen
   Computer scanner     Pet dog                 Car               Calculator
3. Role play

The situation: Shopping at a swap meet
The roles: Buyers, sellers

The teacher should assign 6 to 8 students in the class to be sellers at a swap meet. The rest of the members of the class are shoppers. The following used products are for sale.

- clothing
- tools
- jewelry
- tapes and CD’s
- sports equipment
- kitchen appliances
- books and magazines
- TV and audio equipment

The shoppers should visit each seller, ask what they are selling, and purchase something. Remember that this is a swap meet, so haggling is expected. Try to bargain with the seller to get the cheapest price. Have fun.
16 Shopping

4. Group work- game

Get into groups of three or four. Flip three coins.
- 1 head, 2 tails - move 1 space
- 2 heads, 1 tail - move two spaces
- 3 heads, 0 tails - move three spaces
- 0 heads, 3 tails - move back 2 spaces

After moving, answer the question. If the group accepts your answer, (you answer using correct grammar) remain on the space. If the group does not accept your answer, move back to the space you were on. The person who reaches the finish line first wins. Have fun.

Start

You need a smaller size for clothes. What would you say to a clerk?

You want to know the price of TV. What would you ask the clerk?

You find $100 in the street. Go forward 2 spaces.

You can’t find what you are looking for. What would you say to a clerk?

A customer needs assistance. What would a clerk say to them?

What are the other people in the room doing right now?

Your credit card is over the limit. Go back 2 spaces.

You want a different colored shirt. What would you tell the clerk?

You don’t have enough money for a purchase. What would you tell the clerk?

How are you feeling today?

Where is the teacher standing right now?

You have been busted for shop lifting. Go back 3 spaces.

Who in the classroom doesn’t look like they are having fun?

You can’t remember a word in English. What would you say to ask someone for help?

What is the person on your right wearing?

How long have you been living in your present residence?

End
1. Lesson: At a hotel
   At some time or another you may find yourself at an English speaking hotel. Hotels can be very inexpensive and others may cost a fortune. You may find yourself at a luxury 5 star resort or a dumpy flea bag motel or something in between. Wherever you stay you want the best accommodations available.

2. Lesson Objectives: Students will learn various expressions used in hotels.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a reservation?</td>
<td>Yes, the name is Smothers, Jamie.</td>
</tr>
<tr>
<td>How long will you be staying?</td>
<td>I’ll be checking out on Friday.</td>
</tr>
<tr>
<td>Do you prefer a smoking or non-smoking room?</td>
<td>Non-smoking if you please.</td>
</tr>
<tr>
<td>How many guests are in your party?</td>
<td>Two, my wife and I.</td>
</tr>
<tr>
<td>Will you be paying by cash or credit card?</td>
<td>Credit card, if you accept Visa.</td>
</tr>
<tr>
<td>Did you have anything from the mini-bar?</td>
<td>Yes, I had one soda and an orange juice.</td>
</tr>
<tr>
<td>Fill out this registration form please.</td>
<td>Do you need to see my driver's license or passport?</td>
</tr>
<tr>
<td>I would like to leave a wake up call for 7:30.</td>
<td>Certainly sir, what’s your name and room number?</td>
</tr>
</tbody>
</table>

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Checking In**

**Clerk:** Welcome to the Sheraton. May I help you?
**Guest:** I’d like to check in. I have a reservation.
**Clerk:** What’s your name, please?
**Guest:** Phillip Marlow.
**Clerk:** Yes, Mr. Marlow. You requested a single room for three nights, is that correct?
**Guest:** Yes, could I have a room on the upper floors, away from the ice machine?
**Clerk:** No problem. Do you prefer a smoking or non-smoking floor?
**Guest:** Non-smoking please.
**Clerk:** Could you fill out the registration form, please. Thank you. And will you be paying by cash or credit card?
**Guest:** Cash, if you accept American dollars.
**Clerk:** Of course, sir. If you require local currencies we can also exchange money for you.
**Guest:** That’s great, I do need some cash.
**Clerk:** Your room number is 1109. Here’s your key. Enjoy your stay at the Sheraton. Would you like assistance with your bags?
**Guest:** No thanks, I only have one. I can manage.
17 At a Hotel

Room service

Room Service: Room service, may I help you?
Guest: Yes, this is Mr. Marlow in room 1109. Could you send up a tuna fish sandwich and a bag of potato chips?
Room Service: Certainly, sir - that will be about ten minutes.
Guest: Thank you.

Wake up call

Front desk: Front desk, may I help you?
Guest: This is Mr. Marlow in room 1109. I would like to have a wake up call for 7:00 AM.
Front desk: Certainly, sir.
Guest: Thanks.

Housekeeping

Housekeeping: House keeping, may I help you?
Guest: This is Mr. Marlow in room 1109. Could I get a couple of more towels and another blanket?
Housekeeping: Yes, sir - we will get them to you right away.
Guest: Thank you.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: These dialogues are about a guest at a hotel. The guest is... This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

Activities and Exercises

1. Paired Practice

Have you ever stayed at a hotel? Tell your partner about it, using the items below in your discussion. Your partner should ask questions to get more information.

- Where did you stay
- When was it
- How long were you there
- What kind of hotel was it
- Did you order anything from room service
- Was it for business or pleasure
- Did you like the hotel
2. Role play- Use the information below to role play the situations listed
The situation: Interactions at a hotel
The players: guest, hotel clerk

### 1. Making reservation

<table>
<thead>
<tr>
<th>The clerk should</th>
<th>The guest should</th>
</tr>
</thead>
<tbody>
<tr>
<td>get the following information</td>
<td>ask about the following:</td>
</tr>
<tr>
<td>- name</td>
<td>- price</td>
</tr>
<tr>
<td>- kind of room</td>
<td>- services available</td>
</tr>
<tr>
<td>- number of beds required</td>
<td>- whether shuttle bus is available to/from airport</td>
</tr>
<tr>
<td>- credit card number</td>
<td></td>
</tr>
<tr>
<td>- date of arrival</td>
<td></td>
</tr>
<tr>
<td>- length of stay</td>
<td></td>
</tr>
<tr>
<td>- number of guests</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Checking-in, with reservation

<table>
<thead>
<tr>
<th>The clerk should</th>
<th>The guest should</th>
</tr>
</thead>
<tbody>
<tr>
<td>have guest complete the registration form</td>
<td>request non-smoking floor</td>
</tr>
<tr>
<td>get credit card or cash</td>
<td>ask about check out time</td>
</tr>
<tr>
<td>give key to guest</td>
<td></td>
</tr>
<tr>
<td>ask if guest needs assistance with luggage</td>
<td>request room with view of pool</td>
</tr>
</tbody>
</table>

### 3. Room service, ordering meals

<table>
<thead>
<tr>
<th>The clerk should</th>
<th>The guest should</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask name and room number</td>
<td>place the order</td>
</tr>
<tr>
<td>ask what the order is</td>
<td></td>
</tr>
<tr>
<td>ask when to deliver</td>
<td></td>
</tr>
<tr>
<td>say thank you</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Check out

<table>
<thead>
<tr>
<th>The guest should</th>
<th>The clerk should</th>
</tr>
</thead>
<tbody>
<tr>
<td>inform the clerk you want to check out</td>
<td>inform guest of additional charges for room service- mini-bar, etc</td>
</tr>
<tr>
<td>give the clerk the key</td>
<td>get final payment</td>
</tr>
<tr>
<td></td>
<td>get the key from the guest</td>
</tr>
<tr>
<td></td>
<td>ask guest if he needs any help with his luggage</td>
</tr>
</tbody>
</table>
1. **Lesson:** At an Airport

   Traveling by air can be a lot of fun. It can also be very confusing dealing with travel agents and airline personnel. If traveling to a foreign country, a traveler has to interact with customs and immigration officials. For novice travelers, dealing with everything can be tiresome and problematic. No matter what the problem, confusions, and hassles- hopefully you will have a good time in the end.

2. **Lesson Objectives:** Students will learn various expressions used when an airport or travel agency.

3. **Procedure:** Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By Travel agent</strong></td>
<td></td>
</tr>
<tr>
<td>Would you like economy or first class tickets?</td>
<td>Economy class.</td>
</tr>
<tr>
<td>When would you like to depart and return?</td>
<td>I want to depart on Friday the 14th of next month and return one week later.</td>
</tr>
<tr>
<td>Will that be round trip or one way?</td>
<td>Round trip please.</td>
</tr>
<tr>
<td><strong>By Customer (at travel agency)</strong></td>
<td></td>
</tr>
<tr>
<td>I want to book a flight to ( ... Rio de Janeiro).</td>
<td>Would you like a direct flight?</td>
</tr>
<tr>
<td>Do you have anything cheaper?</td>
<td>We have a flight with layovers in London and Rome.</td>
</tr>
<tr>
<td><strong>By Airline Personnel</strong></td>
<td></td>
</tr>
<tr>
<td>May I have your ticket please?</td>
<td>Here you go.</td>
</tr>
<tr>
<td>Do you have any luggage to check in?</td>
<td>I have two suitcases and a carry on bag.</td>
</tr>
<tr>
<td>Could I get a ( ... window seat please)?</td>
<td>Of course, sir.</td>
</tr>
<tr>
<td><strong>By Customs Agent</strong></td>
<td></td>
</tr>
<tr>
<td>Do you have anything to declare?</td>
<td>No, I don't.</td>
</tr>
<tr>
<td>Your passport and visa please.</td>
<td>Here it is.</td>
</tr>
</tbody>
</table>
4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**At a travel agency**
Agent: May I help you?
Nancy: Yes, I need a ticket to Paris.
Agent: One way or round trip?
Nancy: Round trip.
Agent: When will you be leaving?
Nancy: Next month, the 2nd. I prefer a morning flight.
Agent: Do you want any particular airline?
Nancy: No, but I do want to go business class and have a direct flight.
Agent: When will you be returning?
Nancy: I want to return on the 15th of next month.
Agent: Let me check the computer. Yes, there is a flight available on Blue Skies Air Ways. The ticket will cost $1645.
Nancy: Sounds good, book it.
Agent: Thank you. You can pick up your tickets at this office on the 28th.
Nancy: Thanks.

**At the airport check-in**
Nancy: Hello
Agent: Hello. Do you have your ticket and passport?
Nancy: Yes, here they are.
Agent: How many pieces of luggage will you be checking in?
Nancy: Just one, I also have one carry on bag.
Agent: Your luggage is two kilos over the limit. You will have to pay an extra charge of $100.
Nancy: No problem. Is cash OK?
Agent: Certainly.
Nancy: Here you go.
Agent: Thank you, have a nice flight.
Nancy: Thanks.

**At Customs**
Agent: Welcome to Paris. Do you have anything to declare?
Nancy: No.
Agent: Could you open your bag please?
Nancy: Sure, is everything OK?
Agent: Yes ma’am, enjoy you stay in Paris.
Nancy: Thanks.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: These dialogues are about a person traveling by air. In the first dialogue …This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.
## Activities and Exercises

### 1. Paired Practice - discussion

Have you ever flown on a plane? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.

- when and where you went
- how long the flight took
- the quality of the service from the flight attendants
- how the flight was: (smooth or turbulent, relaxing or nerve-wracking).

### 2. Role play - Use the information below to role play the situation

**The situation:** At a travel agency asking for information for a flight.
**The roles:** A travel agent, a customer

<table>
<thead>
<tr>
<th>Destination: Seoul</th>
<th>Destination: San Francisco</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Airline:</strong> Blue Skies Skies</td>
<td><strong>Airline:</strong> World Wide Airlines</td>
</tr>
<tr>
<td><strong>Departure time:</strong> Saturday 1:30 AM</td>
<td><strong>Departure time:</strong> Saturday 9:00 am</td>
</tr>
<tr>
<td><strong>Flight length:</strong> 16 hours</td>
<td><strong>Flight length:</strong> 12 hours</td>
</tr>
<tr>
<td><strong>Layover:</strong> Tokyo, San Francisco</td>
<td><strong>Layover:</strong> Direct flight</td>
</tr>
<tr>
<td><strong>Price:</strong> Coach- $950</td>
<td><strong>Price:</strong> Coach- $1050</td>
</tr>
<tr>
<td></td>
<td>Business class- $1650</td>
</tr>
<tr>
<td></td>
<td>First class- $1900 P</td>
</tr>
<tr>
<td><strong>Preferred seating:</strong> Aisle</td>
<td><strong>Preferred seating:</strong> Aisle</td>
</tr>
<tr>
<td></td>
<td>Window</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Destination: Seoul</th>
<th>Destination: San Francisco</th>
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</tr>
<tr>
<td></td>
<td>First class- $1900 P</td>
</tr>
<tr>
<td><strong>Preferred seating:</strong> Aisle</td>
<td><strong>Preferred seating:</strong> Aisle</td>
</tr>
<tr>
<td></td>
<td>Window</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Destination: Chicago</th>
<th>Destination: Moscow</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Airline:</strong> National Airways</td>
<td><strong>Airline:</strong> Great Northern Airline</td>
</tr>
<tr>
<td><strong>Departure time:</strong> Sunday 8:30 am</td>
<td><strong>Departure time:</strong> Sunday 1:45 pm</td>
</tr>
<tr>
<td><strong>Flight length:</strong> 24 hours</td>
<td><strong>Flight length:</strong> 18 hours</td>
</tr>
<tr>
<td><strong>Layover:</strong> New York, London</td>
<td><strong>Layover:</strong> Paris</td>
</tr>
<tr>
<td><strong>Price:</strong> Coach- $1150</td>
<td><strong>Price:</strong> Coach- $1250</td>
</tr>
<tr>
<td></td>
<td>Business class- $1550</td>
</tr>
<tr>
<td></td>
<td>First class- $2400</td>
</tr>
<tr>
<td><strong>Preferred seating:</strong> Aisle</td>
<td><strong>Preferred seating:</strong> Aisle</td>
</tr>
<tr>
<td></td>
<td>Window</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Destination: Mexico City</th>
<th>Destination: Johannesburg</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Airline:</strong> Southern Express</td>
<td><strong>Airline:</strong> Blue Sky Airlines</td>
</tr>
<tr>
<td><strong>Departure time:</strong> Monday 11:30 am</td>
<td><strong>Departure time:</strong> Tuesday 9:15 am</td>
</tr>
<tr>
<td><strong>Flight length:</strong> 12 hours</td>
<td><strong>Flight length:</strong> 9 hours</td>
</tr>
<tr>
<td><strong>Layover:</strong> Rio Janeiro</td>
<td><strong>Layover:</strong> Cairo</td>
</tr>
<tr>
<td><strong>Price:</strong> Coach- $1890</td>
<td><strong>Price:</strong> Coach- $1650</td>
</tr>
<tr>
<td></td>
<td>Business class- $2340</td>
</tr>
<tr>
<td></td>
<td>First class- $3100</td>
</tr>
<tr>
<td><strong>Preferred seating:</strong> Aisle</td>
<td><strong>Preferred seating:</strong> Aisle</td>
</tr>
<tr>
<td></td>
<td>Window</td>
</tr>
</tbody>
</table>
### At an Airport

#### 3. Group work- game

Get into groups of four. One person starts and selects a topic and asks the person on his right. When answering, be sure to give a reason why you would go there. After an item has been selected and answered, put an X in the box. Continue around the group until all topics have been answered.

- If the person answers grammatically correctly without help, they get 5 points.
- If they answer incorrectly or with help, they get 3 points.
- If they can not answer, they get 0 points.

The other group members decide on the points earned. The person with the highest score wins.

<table>
<thead>
<tr>
<th>gamble</th>
<th>go to night clubs</th>
<th>go to a world renowned festival</th>
</tr>
</thead>
<tbody>
<tr>
<td>see the beauty of nature</td>
<td></td>
<td>go scuba diving or snorkeling</td>
</tr>
<tr>
<td>see an opera</td>
<td></td>
<td>see a theatrical performance</td>
</tr>
<tr>
<td>go skiing</td>
<td></td>
<td>go white water rafting</td>
</tr>
<tr>
<td>see historical sites</td>
<td></td>
<td>see works of art</td>
</tr>
<tr>
<td>see Buddhist temples</td>
<td></td>
<td>go shopping</td>
</tr>
<tr>
<td>go to an amusement park</td>
<td>go surfing</td>
<td>see famous people</td>
</tr>
</tbody>
</table>
4. **Group Work - discussion**

Get into groups of three or four people. Your task is to make recommendations to the airline industry to improve the pleasure and enjoyment of long distance over-seas flights (6 hours or longer) so that they are not as boring, tedious, and physically, emotionally, and psychologically demanding.

You have not need to worry about costs or profit margins for the airlines.

Your goal is to make airline travel fun. Some possible suggestions may be:

- sleeping compartments
- live entertainment
- a small casino and/or night club on board
- a lounging area to escape the confines of the regular cramped seating
- a small gym where travelers can exercise

Present your recommendations to the class. Which group had the best ideas? Do you think that any of the airline carriers would adopt them?
1. **Lesson**: Grocery shopping

Unless you eat out in restaurants every day of the week, you will find yourself at a grocery store at some time to load up on goodies. Some people do their grocery shopping at neighborhood mom and pop stores and others at large supermarkets. As most people know, large supermarkets sell more than just food, they can sell everything from aspirin to zippers. No matter where you do grocery shopping, it’s inevitable that you will forget something and have to go back.

2. **Lesson Objectives**: Students will learn various expressions and vocabulary words for grocery shopping.

3. **Procedure**: Give students handouts of the following vocabulary items associated with grocery shopping. Read the words/phrases and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

   **Items**
   - cans- of tuna, peaches
   - bottles- of milk, soda
   - jars- of jelly, olives
   - bags- of chips, cookies
   - tubs- of butter
   - packages- of sausage, gravy mix
   - box- of cereal, cake mix
   - cartons- of milk, eggs
   - tubes- of toothpaste

   **Amounts**
   - pound- of hamburger, potatoes
   - head- of lettuce, cabbage
   - loaf of- bread
   - bunch- of grapes, bananas
   - gallon- (quart/pint/liter) of milk

   **Sections in a grocery store**
   - check out line
   - produce- vegetables, fruit
   - bakery- bread, pastry, rolls,
   - canned goods- beans, tomato sauce, tuna fish
   - dairy- milk, cheese, yogurt
   - meat/fish/poultry- steaks, salmon, chicken
   - frozen foods- ice cream, pizza, TV dinners
   - health and beauty aides- shampoo, toothpaste, lip stick
   - dry goods- toilet paper, paper napkins, laundry soap
19 Grocery Shopping

4. **Study:** Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Husband:** What do we need?
**Wife:** We need some refried beans for tostados.
**Husband:** Here it is. Oh look, do you want to get some jalapeño's?
**Wife:** Are you nuts? Those things will set my mouth on fire. Let's go to the produce section, we need fruit for the kids' lunches.
**Husband:** How about these apples?
**Wife:** I don't think they want apples. Last time we bought them they were mealy, and they refused to eat them. Get some of those seedless grapes.
**Husband:** OK, now what?
**Wife:** On to the meat section. We need about three pounds of lean ground beef.
**Husband:** What do we need in the dairy section?
**Wife:** We need milk. Get a gallon jug.
**Husband:** Do we need any cheese?
**Wife:** Yes, we'll need some for the pizza on Tuesday. Get two large packages. Do we have everything?
**Husband:** We had better get Kool-Aid; if we don't the kids will have a fit.
**Wife:** You're right. I think Kool-Aid is on aisle 7. What flavor- cherry, orange, or grape?
**Husband:** Get all three. I just thought of something else. We need some bread and pastry.
**Wife:** The bakery is that way. How many loaves should we get?
**Husband:** One loaf of whole wheat and one loaf of sour dough, and a dozen croissants.
**Wife:** That's everything. Let's go to the checkout.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: *This dialogue is about a couple grocery...* This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

**Activities and Exercises**

1. **Paired Practice**

How often do you go grocery shopping? Discuss this with you partner, using the items below in your discussion. Your partner should ask questions to get more information.

- How often do you go
- Where do you go
- What kinds of food do you usually get
- Do you go to a larger supermarket or a small mom and pop store
## 19 Grocery Shopping

### 2. Matching

Put the following food names into the correct categories:

<table>
<thead>
<tr>
<th>Food Items</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>milk</td>
<td>corn</td>
<td>butter</td>
<td>plum</td>
<td>chicken</td>
<td>rye</td>
<td></td>
</tr>
<tr>
<td>banana</td>
<td>cake</td>
<td>peach</td>
<td>pineapple</td>
<td>apricot</td>
<td>bagel</td>
<td></td>
</tr>
<tr>
<td>trout</td>
<td>oats</td>
<td>barley</td>
<td>pear</td>
<td>lamb</td>
<td>perch</td>
<td></td>
</tr>
<tr>
<td>beef</td>
<td>broccoli</td>
<td>venison</td>
<td>buffalo</td>
<td>eggs</td>
<td>chili</td>
<td></td>
</tr>
<tr>
<td>tangerine</td>
<td>onion</td>
<td>goose</td>
<td>pigeon</td>
<td>cheese</td>
<td>donut</td>
<td></td>
</tr>
<tr>
<td>bass</td>
<td>tuna</td>
<td>apple</td>
<td>wheat</td>
<td>dove</td>
<td>radish</td>
<td></td>
</tr>
<tr>
<td>cookie</td>
<td>lettuce</td>
<td>cucumber</td>
<td>kiwi</td>
<td>peas</td>
<td>rice</td>
<td></td>
</tr>
<tr>
<td>pie</td>
<td>pork</td>
<td>tomato</td>
<td>salmon</td>
<td>lemon</td>
<td>turkey</td>
<td></td>
</tr>
<tr>
<td>cauliflower</td>
<td>asparagus</td>
<td>yogurt</td>
<td>halibut</td>
<td>bread</td>
<td>cottage cheese</td>
<td></td>
</tr>
</tbody>
</table>

### Meat (5) || Poultry (5) || Grains (5) || Fruit (9) ||

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

### Vegetables (12) || Dairy (6) || Fish (6) || Pastry (6) ||

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>

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Yada Yada English

74

Pronunciationtips.com
1. **Lesson:** At the doctor’s
   Everyone has to go the doctor’s at one time or another. Sometimes we go for a specific problem, such as a cold. Sometimes we go again and again to treat an ongoing and long lasting ailment. And sometimes we go just for a check up- to make sure nothing is wrong. Hopefully, whenever you have to go, it is always for something minor.

2. **Lesson Objectives:** Students will learn various expressions when talking to a doctor or nurse.

3. **Procedure:** Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What seems to be the problem?</td>
<td>My left knee hurts when I bend it.</td>
</tr>
<tr>
<td>Where does it hurt?</td>
<td>My right ear.</td>
</tr>
<tr>
<td>How long has it hurt?</td>
<td>It started to hurt three days ago?</td>
</tr>
<tr>
<td>Have you done or eaten anything unusual in the last few days?</td>
<td>No, just the normal stuff.</td>
</tr>
<tr>
<td>Let's check you blood pressure, pulse, and temperature.</td>
<td>OK.</td>
</tr>
<tr>
<td>You need an injection of penicillin and I'll give you a prescription for pain pills.</td>
<td>Can't I have a pill instead, I hate shots.</td>
</tr>
</tbody>
</table>

Many people, when hearing you are sick, are likely to express their sympathy. Sympathy can be given for any number of reasons, not just illness, but for any bad news- such as a death in the family, a lost promotion, or other disappointment. Look at these examples.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm so sorry to hear about (... your father's illness).</td>
<td>Thanks, that's kind of you.</td>
</tr>
<tr>
<td>I want to express my condolences (...on your mother's death).</td>
<td>Thanks, I appreciate your kindness.</td>
</tr>
<tr>
<td>It's too bad that (... you didn't get that promotion).</td>
<td>Yes, well maybe next time.</td>
</tr>
<tr>
<td>It's a shame (pity) that (...your son didn't get accepted into Harvard).</td>
<td>How kind of you to say so.</td>
</tr>
</tbody>
</table>
4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Doctor:** What seems to be the problem today Jake.
**Jake:** I'm not sure, doctor, I just feel lousy all over. I have a splitting headache, my stomach is upset, all I want to do is sleep, and my elbow hurts.
**Doctor:** How long has this been going on?
**Jake:** It just started today. Yesterday I felt great, but when I woke up this morning ... oh.
**Doctor:** Well let's take your temperature and blood pressure and see how they are.
**Doctor:** (Later). You don't have a fever, and your blood pressure and pulse are normal. There is a flu going around, but that wouldn't explain your elbow hurting. Tell me, have you done anything or eaten anything unusual in the last couple of days?
**Jake:** Not really, I did go to a party last night and drank a little.
**Doctor:** What did you drink and how much?
**Jake:** Not much, 7 or 8 cans of beer and a bottle of tequila.
**Doctor:** Do you usually drink that much?
**Jake:** No, it was the first time drinking anything. I was celebrating my 21st birthday.
**Doctor:** Well, no wonder you feel lousy, you have a major hangover.
**Jake:** What can I do to feel better?
**Doctor:** I suggest taking some aspirin, drinking lots of water, eating something light and going back to bed. You'll feel good as new tomorrow.
**Jake:** Thanks, doctor. You're a life saver.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: *This dialogue is about a patient talking to a doctor about...* This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

### Activities and Exercises

1. **Paired Practice**

   Have you been to the doctor recently? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.

   - when did you go
   - why did you go
   - where did you go
   - what kind of treatment did you receive
   - did you have a follow-up visit
2. Pair work- role play

The situation: At the doctor’s
The roles: A doctor, a patient

The patient has the symptoms or problems listed below. The doctor should:
- ask what the problem is
- ask how long it has lasted
- ask if the patient has done or eaten anything unusual lately
- make a recommendation for treatment

<table>
<thead>
<tr>
<th>The patient’s problems</th>
<th>Patient symptoms</th>
<th>The doctor's treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold</td>
<td>Runny nose, muscle aches cough</td>
<td>Bed rest, drink fluids (orange juice), prescription cold medicine</td>
</tr>
<tr>
<td>Fever</td>
<td>Hot forehead, headache, shivering</td>
<td>Bed rest, alcohol rub, aspirin</td>
</tr>
<tr>
<td>Upset stomach</td>
<td>Vomiting, stomach pain, nausea</td>
<td>Take antacid</td>
</tr>
<tr>
<td>Back pain</td>
<td>Pain in lower lumbar region</td>
<td>Bed rest, massage, heating pad, take analgesic (pain pill)</td>
</tr>
<tr>
<td>Headache</td>
<td>Pain in head, at temples</td>
<td>Bed rest, aspirin</td>
</tr>
<tr>
<td>Skin burn (from hot water)</td>
<td>Pain at site of burn, red skin, blisters</td>
<td>Cool site with cold water, apply aloe or other skin burn ointment</td>
</tr>
<tr>
<td>Sore muscles</td>
<td>Muscle pain, difficulty moving</td>
<td>Heating pad, massage, muscle ointment</td>
</tr>
<tr>
<td>Broken finger</td>
<td>Extreme pain, lack of mobility</td>
<td>set finger in cast, pain pill</td>
</tr>
<tr>
<td>Sore throat</td>
<td>Pain in throat, difficulty swallowing</td>
<td>Gargle with salt water, take throat lozenges</td>
</tr>
<tr>
<td>Allergies</td>
<td>Runny noose, sneezing, watery, itchy eyes</td>
<td>Take allergy pills</td>
</tr>
</tbody>
</table>
3. Role play

The situation: Expressing sympathy
The roles: A friend, you

Express sympathy to your partner for the following situations. Your partner should tell you about the situations listed below. You should continue the conversation by asking questions to get more details of the situation. Use your imagination.

- Parents divorce
- Getting fired from a job
- Death of a friend
- Being dumped by your lover
- Parents serious illness
- Failing an important test

4. Pair work-discussion

How often do you go to the doctor? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.

- Do you have regular yearly or bi-yearly medical checkups?
- Do you go regularly for a specific condition or as the need arises?
- What kind of a doctor do you go to- a western-trained doctor or an Oriental-trained doctor?
- Which do you think is better (western or oriental medicine) and why?
- What do you do to improve or keep your health- (special diet, exercise, not imbibing in excessive drinking and smoking, taking vitamins and other supplements)?
- What do you like and dislike about doctors?

5. Pair Work- discussion

Get into groups of 4 to 6. Discuss the issue of health care in your county. Some suggestions for discussion topics include:

- Is it good, adequate, or lacking?
- Do all citizens have equal opportunities for high quality, state of the art medical treatment?
- Is it affordable?
- What are the problems with medical care?
- Are there enough highly trained doctors, nurses and other medical care personnel?
- Are there enough hospitals and clinics?
- Are there adequate medical facilities in rural or remote areas?
- Is medicine readily available and at a reasonable price?
- What do you think needs to be done to improve quality of health care in your country?

A related topic: Many people in the United States believe that one reason for the high cost of medical care is because of the exorbitant amount of malpractice insurance that doctors are required to have in order to protect themselves from lawsuits. Is this a problem in your county? Discuss this topic with your partner.

- How is health insurance in your country?
- Does it cover all citizens equally and fairly?
- Is it publicly or privately funded?
- Is it affordable?
- What would you do to decrease the high cost of medical care?
21 At a Pharmacy

1. **Lesson:** At a pharmacy
   Every one gets sick at one time or another and needs to go to drug store or pharmacy to get some medicine. If it’s a minor condition, you can get over-the-counter medication. If not, you may need to get a prescription from a doctor first. Maybe you just need some allergy medication for hay fever, or aspirin for a headache, or antacid for an upset stomach. Whatever the problem, you can find fast relief at the local pharmacy.

2. **Lesson Objectives:** Students will learn various expressions used when at a pharmacy.

3. **Procedure:** Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you recommend for ( ...a cold)?</td>
<td>You could try these COLD BE GONE tablets. They work wonders.</td>
</tr>
<tr>
<td>Do you have anything for a ( ... sore throat)?</td>
<td>Yes, these throat lozenges should work.</td>
</tr>
<tr>
<td>What do you suggest for ( ... an upset stomach)?</td>
<td>You could try these antacid tablets.</td>
</tr>
<tr>
<td>I need something for ( ... a headache)?</td>
<td>Why don’t you try aspirin?</td>
</tr>
</tbody>
</table>

**What are over-the-counter medications?**

Over-the-counter medication is medication that does not require a doctor’s prescription in order to be purchased. In many countries prescription drugs require a doctor’s orders before they can be purchased at a pharmacy. These drugs are usually very potent, may be addictive if not used properly, and may have numerous adverse side effects. Over-the-counter drugs, however, do not need a doctor’s orders to be purchased.

There are a multitude of over-the-counter drugs that are used for the treatment of a wide variety of ailments and illnesses. Over-the-counter drugs can be purchased for treatment of:

- upset stomachs
- muscle aches and pain
- stuffy noses
- minor burns and scalds
- disinfectants (for cleaning cuts and other minor wounds)
- ointments or liquids (to remove warts and corns)
- headaches
- allergies
- persistent itching
- runny noses

It is also helpful to know over-the-counter medication comes in variety of packages and forms. Look at the examples below.

Antacid tablets  
Cough drop lozenges  
Tube of muscle relaxant ointment  
Allergy pills  
Cold capsules  
Bottle of cough syrup
21 At a Pharmacy

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Pharmacist:** Good morning, may I help you?
**Customer:** Yes, I need this prescription filled.
**Pharmacist:** OK, it’ll be ready in a few minutes.
**Customer:** I’ve also had a runny nose for a couple of days, can you recommend something?
**Pharmacist:** This decongestant is very effective, but be careful using it. It causes drowsiness and you shouldn’t drink any alcohol when taking this it.
**Customer:** OK, I’ll try it. I also need some band-aides and sun screen. Where are those?
**Pharmacist:** The band-aides are on aisle 3, on the left and the sun screen is on aisle 2, on the top shelf.
**Customer:** Thanks.
**Pharmacist:** Will that be all?
**Customer:** That should do it.
**Pharmacist:** That comes to $34.56.
**Customer:** That expensive! Why so much?
**Pharmacist:** The prescription medication is expensive. It cost $25.99. I may be able to get you a generic drug for about half that price, but I would have to consult your doctor first.
**Customer:** No, that’s OK. Don’t bother.
**Pharmacist:** Here’s your change. Have a good day.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: *This dialogue is about a man at a pharmacy buying ...* This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

Activities and Exercises

1. Paired Practice

When was the last time you when to a pharmacy? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.

- when did you go
- what medication did you get
- did the medication help
- what was the problem
- did you talk to the pharmacists
2. Role play

**The situation:** At the pharmacy
**The roles:** A pharmacist, a customer

The customer should ask for a recommendation for the following problems. The pharmacist should ask the following:

- how long the symptoms have been present
- if the customer is allergic to any medicines
- why they have the symptoms (if known) the severity of the problem

### The problems

- Stuffy/runny nose
- Sore muscles
- Diarrhea
- Insomnia
- Upset stomach

- Fever
- Headache
- Constipation
- Severe itching
- Dandruff

3. Pair Work- discussion

Many people use home remedies to treat and care for a variety of common health complaints and problems. Below are some home remedies for various ailments. Do you use them? Do you know any others that you use instead? Tell your partner about them. Your partner should ask questions to get more information.

- **Cold**- Slice some onions and make them into a necklace and wear it around your neck.
- **Upset stomach, indigestion**- Peel and grate a potato, then strain it through cheesecloth. Collect the juice and add an equal amount of water. Drink slowly for fast relief.
- **Insomnia**- Chop a yellow onion and put it in a jar. Place it by your bed. When insomnia hits, open the jar and take a few good whiffs.
- **Sunburn**- Apply a paste of barley flour, raw egg white, and honey on the burn.
- **Hiccups**- Swallow a spoonful of peanut butter.
- **Cough**- Gargle with tea made from sage leaves and elder blossoms. Add a drop of almond oil and some honey to the tea.
22 At a Bank

1. Lesson: At a bank
   Most people, at one time or another, have dealings with banks. Individuals may have saving or checking accounts, need loans for the purchase of autos or homes, or seek advice and assistance with investment options. Companies and entrepreneurs need banking services to conduct their businesses. Tourists may need banks to cash traveler’s checks or get cash against credit cards. Whatever your financial needs, a bank can provide services to help.

2. Lesson Objectives: Students will learn various expressions used at a bank.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to (... cash a check)?</td>
<td>Certainly, do you have an ID?</td>
</tr>
<tr>
<td>I would like to (... make a deposit into my checking account).</td>
<td>Please complete this deposit slip.</td>
</tr>
<tr>
<td>I need to withdraw ( ... $500 from my savings account)</td>
<td>Of course. Do you have your passbook?</td>
</tr>
<tr>
<td>I would like to apply for ( ...a bank guarantee card)</td>
<td>Please see the woman at the new accounts desk over there.</td>
</tr>
<tr>
<td>Who would I talk to ( ... about a car loan)?</td>
<td>You will have to see Mr. Ellison in the loan department.</td>
</tr>
</tbody>
</table>

Banking vocabulary

- **Saving account** - money put in the bank for long term saving
- **Checking account** - money put in the bank and that uses checks to pay for purchases or bills
- **Loans** - money given to you by the bank which you pay back over time
- **Collateral** - something of value as a guarantee for a loan
- **Interest** - charges for using the banks money or money given to depositors for the use of their money by the bank
- **Mortgage** - a loan for a house
- **Deposit** - put money into the bank
- **Withdrawal** - money taken out of the bank
- **Deposit/withdrawal slips** - forms that are filled out when depositing or withdrawing money.
- **Teller** - a bank clerk
- **Bank guarantee card** - a bank card that assures payees that your checks are good.
- **Monthly statement** - a financial listing of your banking activities (money deposited and withdrawn and interest charged or accrued).
- **Open an account** - to start a bank account
- **Close an account** - to end an account
22 At a Bank

Not all countries use checks, however checks are a common method that Americans use to purchase things and pay bills, instead of using cash or a credit or debit card. Below is a typical check used by millions of American consumers. Usually a store will also require that the customer to have a picture ID card (such as a driver’s license or passport) and a bank guarantee card before they will accept the check.

![Check Image]

**First United Bank**  
1114 S. 5th St.  
Anytown, USA  
Pay to the order of: **Harold’s Hardware**  
$45.98  
**forty five dollars and 98/100**  
Sammy R. Jones  
375836732-909282843

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Teller:** Next please. How may I help you?  
**Customer:** Yes, I’d like to make a withdrawal from my saving account and cash a check.  
**Teller:** Certainly, sir. Please complete this withdrawal sheet, with your name, account number and amount of withdrawal.  
**Customer:** There you go.  
**Teller:** Thank you. How would you like that?  
**Customer:** Could I have two hundreds, two fifties, and the rest in twenties?  
**Teller:** Here you are. I need you to endorse the back of the check you want to cash and I’ll need to see an ID.  
**Customer:** No problem.  
**Teller:** Here you are. Will that be all today?  
**Customer:** Yes, that will do it. Thanks.  
**Teller:** Thank you. Have a pleasant day.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: *This dialogue is about a person at a bank …* This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.
22 At a Bank

Activities and Exercises

1. Paired Practice
   Do you have an account at a bank? Tell your partner about it using some of the ideas for discussion below. Your partner should ask questions to get more information.
   - what is the name of the bank
   - how often do you go
   - what kind of account do you have
   - what do you like or dislike about dealing with the bank
   - do you have any problems with banks (other than not enough money)
   - do you do a lot of transactions at an ATM
   - have you ever taken out a loan from the bank - what for

2. Role play
   The situation: At a bank
   The roles: A customer, a bank clerk
   Role play the following situations with your partner. You are a customer at a bank. Your partner is a bank teller. Have a dialogue for the following transactions or situations.

   A. Deposit money into a savings account
      Teller should fill in the deposit slip.
      Customer should supply the following information:
      • name • account number • amount to deposit.

   B. Cash a personal check
      Teller should ask for an ID card and a bank guarantee card.
      Customer should tell teller how he wants the money (in $5’s, $10’s, $20’s etc.).

   C. Open a savings account
      Teller should inform the customer of the minimum amount for an initial deposit, complete the paper work and ask the customer for the following information:
      • name • address • place of employment
      • an ID • amount of initial deposit.
      Customer should supply the requested information.

   D. Apply for a loan for a new car
      Teller should complete the paper work and ask the customer for the following formation:
      • name • address • place of employment
      • length of time at present job • average monthly salary
      • average monthly expenses • an ID
      • name of person for reference
      • name of a person to act as co-signer
      Customer should supply the requested information.
3. **Pair Work- Game**

Get into groups of threes. Each person starts at the front door. Go to each bank station and answer one of the questions. If answered correctly, go to the next station. If answered incorrectly, stay there and answer another question on your next turn. The person who exits first is the winner. The other members of the group decide if they will accept your answer or not.

<table>
<thead>
<tr>
<th>Front Door</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where would you go in a bank if you wanted a car loan?</td>
</tr>
<tr>
<td>What would you need to get a loan for a house or car?</td>
</tr>
<tr>
<td>Loan Department</td>
</tr>
<tr>
<td>What would you say to a bank teller if you wanted to deposit money?</td>
</tr>
<tr>
<td>Teller 1</td>
</tr>
<tr>
<td>What would you say to a bank teller if you wanted to cash a check?</td>
</tr>
<tr>
<td>Information Desk</td>
</tr>
<tr>
<td>What is the fee banks charge for using their money when you take out a loan called?</td>
</tr>
<tr>
<td>What is another name for a bank clerk?</td>
</tr>
<tr>
<td>ATM</td>
</tr>
<tr>
<td>What is the money given to customers that banks pay in saving/checking accounts called?</td>
</tr>
<tr>
<td>Exit</td>
</tr>
<tr>
<td>Where would you go in a bank if there was an error on your monthly statement?</td>
</tr>
<tr>
<td>Teller 2</td>
</tr>
<tr>
<td>What would a clerk say to you if you wanted to cash a check?</td>
</tr>
</tbody>
</table>

**Questions:**

- Where would you go in a bank if you wanted a car loan?
- What is collateral?
- What do most stores require before you cash a check?
- Where would you go in a bank if you wanted a mortgage?
- What is another name for a bank clerk?
- What is the fee banks charge for using their money when you take out a loan called?
- What would you say to a bank teller if you wanted to make a withdrawal?
- What is a loan?
1. **Lesson**: Using large numbers
   Many EFL students seem to have trouble using big numbers (over 10 thousand) in English. It is really quite easy once you get the hang of it.

2. **Lesson Objectives**: Students will learn to read and use large numbers.

3. **Procedure**: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

   The secret is to look at the comma separators and place divisions in large numbers. Numbers below 1000 are easy.

   \[5 = \text{five} \quad 73 = \text{seventy-three} \quad 129 = \text{one hundred and twenty-nine}\]

   In using large numbers, you are basically repeating this simple process, but between the comma separators you include additional words for the place divisions. These words are thousand, million, billion, trillion, and zillion.

<table>
<thead>
<tr>
<th>Number</th>
<th>Trillion</th>
<th>Billion</th>
<th>Million</th>
<th>Thousand</th>
<th>Hundred</th>
<th>Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,344</td>
<td></td>
<td></td>
<td></td>
<td>1 J</td>
<td>3 J</td>
<td>44</td>
</tr>
<tr>
<td>16,798</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>7</td>
<td>98</td>
</tr>
<tr>
<td>123,787</td>
<td></td>
<td></td>
<td></td>
<td>123</td>
<td>7</td>
<td>87</td>
</tr>
<tr>
<td>3,655,102</td>
<td></td>
<td></td>
<td>3 J</td>
<td>655</td>
<td>1</td>
<td>02</td>
</tr>
<tr>
<td>77,503,911</td>
<td></td>
<td></td>
<td>77</td>
<td>503</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>1,689,237,705</td>
<td>1 J</td>
<td>689</td>
<td>237</td>
<td>7</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td>17,655,041,666,378</td>
<td>17 J</td>
<td>655</td>
<td>041</td>
<td>666</td>
<td>3</td>
<td>78</td>
</tr>
</tbody>
</table>

The number 77,503,911 is read as

seventy seven million, five hundred and three thousand, nine hundred and eleven

In this digit, say the basic number before the first comma (77), and add the place division word *(million)*, say the basic number before the second comma (503) and add the place division word *(thousand)*, then say the small number (911)

In very, very large (or small) numbers scientific notation is used.

The number 15 \( \times 10^4 \) is read as: 15 times 10 to the fourth.

The small number 22 \( \times 10^{-5} \) is read as 22 times 10 to the negative fifth.
4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

**Rex:** Do you know the population of the earth?
**Tex:** Yes, it's approximately 6,100,000,000.

**Rex:** Do you know the speed of light?
**Tex:** Yes, it's 186,000 miles per second.

**Rex:** Do you know the number of neurons a human brain has?
**Tex:** Yes, a human brain contains 100,000,000,000 neurons.

**Rex:** Do you know how many miles Pluto is from the Sun?
**Tex:** Yes, Pluto is 5,913,520,000 miles from the sun.

**Rex:** Do you know how many dollar bills, stacked end on end, it would take to reach the moon?
**Tex:** Actually no, I know it's a whole lot more than I have.

**Rex:** What is the average number of hairs on the human head?
**Tex:** The average number of hairs is 200,000.

**Rex:** Do you know how many stars are in the sky?
**Tex:** Not exactly, but to quote Carl Sagan "Billions and billions."

**Rex:** Do you know how many atoms are in an ounce of gold?
**Tex:** Yes, there are 9.5 X 10^2 atoms in an ounce of gold.

**Rex:** Do you know how many seconds are in a year?
**Tex:** Yes, there are 3.2 X 10^7 seconds in a year.

**Rex:** Do you know how many holes it would take to fill the Albert Hall?
**Tex:** Uh? What are you talking about?

**Rex:** It's a line from a Beatles song, 'Now I know how many holes it would take to fill the Albert Hall. I'd love to turn you on.' It's from their song "A day in the life".

**Tex:** Do you know you are strange?
**Rex:** Yes, I know.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: This dialogue is people using large numbers. One of the questions was... This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

**Activities and Exercises**

1. **Paired Practice**
   Practice saying the number below. Partners should help and correct each other if they make a mistake.

   - 12,567
   - 343,756
   - 24,457,800
   - 458,903,111

   - 123,456,789
   - 6,840,678,236
   - 45,693,777,043

   - 543,867,903,040
   - 111,222,333,444,555
   - 56,583,694,784,223,275
23  Using Large Numbers

2.  Pair work- Game

Get into groups of five to play the numbers game. One person in the group is the moderator of the program; the other people are game contestants. The moderator will ask questions about the information below. The contestant's role is to be the first person to answer the question correctly. Be sure to use complete sentences in the questions and answers.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population of India</td>
<td>1,000,000,000 people</td>
</tr>
<tr>
<td>Distance to the moon</td>
<td>2,500,000 miles or 4,000,000 kilometers</td>
</tr>
<tr>
<td>Circumference of the earth</td>
<td>25,000 miles or 400,000 kilometers</td>
</tr>
<tr>
<td>Number of species of animals on earth</td>
<td>between 4,200,000 and 5,600,000 species</td>
</tr>
<tr>
<td>National budget of Korea</td>
<td>1,118,100,000,000 won</td>
</tr>
<tr>
<td>Number of stars in the Milky Way</td>
<td>over 200,000,000,000 stars</td>
</tr>
<tr>
<td>Number of cases of AIDS or HIV world wide</td>
<td>33,600,000 cases</td>
</tr>
<tr>
<td>Number of pages in a ream</td>
<td>500</td>
</tr>
<tr>
<td>Number of calories it takes to burn off one pound of fat</td>
<td>3500 calories</td>
</tr>
<tr>
<td>Number of seconds in a year</td>
<td>$3.2 \times 10^7$ seconds</td>
</tr>
<tr>
<td>Number of times Elizabeth Taylor has been married</td>
<td>8 times</td>
</tr>
<tr>
<td>Number of hairs on a head</td>
<td>200,000 hairs</td>
</tr>
<tr>
<td>Amount of voltage from a single lightening bolt</td>
<td>between 10,000,000 and 120,000,000 volts</td>
</tr>
<tr>
<td>Number of records and albums Elvis Presley has sold</td>
<td>over 1,000,000,000 records</td>
</tr>
<tr>
<td>How many feet in 52,644,864 inches</td>
<td>4,387,072 feet</td>
</tr>
<tr>
<td>How much water in Lake Superior</td>
<td>2,935 cubic miles</td>
</tr>
<tr>
<td>The weight of the earth</td>
<td>6 sextillion tons (1 followed by 21 zeros)</td>
</tr>
<tr>
<td>Number of atoms in an once of gold</td>
<td>$9.5 \times 10^5$ atoms</td>
</tr>
<tr>
<td>Grains of sand in I cubic mile</td>
<td>$1.14 \times 10^{20}$ grains of sand</td>
</tr>
<tr>
<td>Number of prisoners in U. S. jails</td>
<td>1,426,118 inmates</td>
</tr>
</tbody>
</table>
24 Needs and Requirements

1. Lesson: Needs and requirements

Sometimes there may be situations in which you or someone will ask about what is needed to complete a task or get something done. For example, your child may want to know what is needed in order to get a driver’s license or a colleague may ask about the documents needed to get a passport. Job applicants always need to know the specific requirements of a job before applying for it. There are several expressions that can be used when asking about needs and requirements.

2. Lesson Objectives: Students will learn various expressions used when asking about needs and requirements.

3. Procedure: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you need for a (...driver's license?)?</td>
<td>You need a birth certificate</td>
</tr>
<tr>
<td>What is needed to get a (...visa to a foreign country)?</td>
<td>The first thing you need is a passport</td>
</tr>
<tr>
<td>Do I need (...) (a bank guarantee card to cash a check)?</td>
<td>Yes.</td>
</tr>
<tr>
<td>What documents are required (...before applying for college)?</td>
<td>You should have a copy of your high school diploma or GED.</td>
</tr>
<tr>
<td>What are the requirements (...for the job)?</td>
<td>You need a B.S. in education.</td>
</tr>
<tr>
<td>Is it necessary to (...) (have immunization documentation before entering the country)?</td>
<td>Yes it is.</td>
</tr>
</tbody>
</table>

4. Study: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

Janice: Hi, James, what's new?
James: Nothing, same old, same old. What's new with you?
Janice: A couple of my friends have decided to go camping this weekend.
James: That sounds like fun. I hope you have a good time.
Janice: Me too, except we've never been camping. We have no idea of what to take. Do you know?
James: First you will need a tent and a sleeping bag.
Janice: A tent? I only have a sleeping bag.
James: You can borrow mine if you want.
Janice: Thanks, I appreciate it. What else should I take?
James: You should probable take some warm clothes. It gets pretty chilly at night in the mountains. And you will need pots and pans to cook with and dishes and silverware to eat with.
Janice: Okay, anything else?
James: You might consider a small first aid kit, with a large bottle of insect repellent. The mosquitoes can be murder this time of year.
Janice: Is that all we need?
James: A portable toilet is always handy. It's much more convenient than the nearest bush.
Janis: By the way, would you like to come with us?
James: Who's all going?
Janis: Just me and my three cheerleader friends.
James: You're friends are cheerleaders? What time do we leave?

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: *This dialogue is about a girl asking a friend what is needed for ...* This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

**Activities and Exercises**

1. **Pair Work- discussion**

What do you think you would need or like to take on a bicycle tour of Europe? Imagine that a group of four friends are planning a 30 day road tour. Since money will be tight, you will have to camp out and not stay in hotels.

Everything you take must fit on a bicycle. Decide as a group what would be needed (or wanted) and who would carry what items. Plan well to ensure that the trip is memorable and that you have a great time. Don’t forget the camera!

2. **Group work- discussion**

Work in groups of three or four and discuss what items a person would need or the skills that may be needed to do the following. Make your list as comprehensive as possible and provide justification for why those items or skills are needed. Be prepared to orally present your items to the rest of the class. The teacher may ask you to do so.

**Survive on a deserted island alone**
**Take a journey to Mars with six other astronauts**
**Go on safari in Africa**
**Take a vacation to Disneyland**
**Break out of prison**
**Climb the Himalayas**
**Make a movie**
**Make a successful business**
1. **Lesson**: Talking about solutions to problems

   Problems abound in life and many concerned people are constantly looking for solutions to these problems. You may find yourself in a very serious discussion about some of the more pressing problems facing the world today. Many times in these kinds of discussions, the answers proposed are just possibilities or suggestions.

2. **Lesson Objectives**: Students will learn various expressions for asking for and talking about solutions to problems.

3. **Procedure**: Give students handouts of the following expressions. Read the expressions and have the students repeat them. Teacher should have each student read and repeat the expressions individually to check their pronunciation.

<table>
<thead>
<tr>
<th>Asking for solutions</th>
<th>Giving Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What should we do</strong> (... about high rate of absenteeism in public schools)?</td>
<td><strong>Maybe we should</strong> (... hire truant officers to visit the student's home or contact the parents when students are absent).</td>
</tr>
<tr>
<td><strong>What can be done to</strong> (... get more people to vote during national elections)?</td>
<td><strong>How about</strong> (...passing a law that taxes them if they don't vote).</td>
</tr>
<tr>
<td><strong>What is a solution for</strong> (... reducing the hearing loss of employees at this plant? The machines are so loud they are affecting peoples hearing).</td>
<td><strong>Why don't we</strong> (... make it mandatory that all employees wear ear plugs).</td>
</tr>
<tr>
<td><strong>How do we</strong> (... get traffic to slow down on 5th Street? There have been 7 accidents on that street in the last month because drivers are going to fast).</td>
<td><strong>The city needs to</strong> (... install speed bumps along that stretch of road. That will slow people down).</td>
</tr>
</tbody>
</table>

4. **Study**: Students should work together in pairs and read the following dialogue, one student reading one of the roles and the other student reading the other role.

   **Professor**: One of the biggest problems facing this country today is illegal drug use. What are some of your suggestions for solving this grave social plight?

   **Student A**: Why don't the police put all the drug users in jail? If they are in jail, they can't get or use the drugs.

   **Student B**: I think rehabilitating drug users is the best solution.

   **Student C**: The schools need to have better education programs to warn and instruct kids about the dangers and consequences of drugs. If kids never start taking drugs, there is no problem.

   **Student D**: Maybe we should attack the problem at its source. Bust all the dealers and suppliers of drugs.

   **Student E**: In my opinion, one of the reasons that drug use is so attractive to kids is because of its mystique. Their parents say they can't or shouldn't use them, which of course tempts kids to want to try it even more. People always want what they can't have. If you eliminate the mystique, you eliminate the problem.

   **Student F**: How about monetary incentives. The government could give people money - cash, not tax breaks or other such things, but cold hard cash, for not taking drugs.
**Student G:** I don't think there is any one solution. All the suggestions offered so far have merits and faults. It seems to me that using a combination of all those solutions could be effective.

**Professor:** I think you're right. There are no easy answers and it will take multifaceted approach to eliminate the problem.

After reading, close your book and tell your partner a summary of the dialogue. Then switch and have your partner tell his or her summary. Start like this: *This dialogue is about a class discussing solutions to* … This may seem silly, since you both already know what the dialogue is about, but the purpose is to practice using your English, not to give information or test your reading skills.

**Activities and Exercises**

1. **Paired Practice**
   What do you think needs to be done to solve the drug problem? Discuss this with your partner and give your suggestions about a solution.

2. **Group Work- discussion**
   Get into groups of four or six. Each group should divide into two teams for a debate. One team takes the pro side of the following issues; the other team takes the con side. The teams will be debating the merits and faults of the given solutions. Use the suggestions listed, in addition to your own thoughts, for possible points to cover in the debate.

   **A. Problem:** Littering
   **Solution:** Moderate fines for people that litter

   **Pro**
   ● will act as a deterrent
   ● will generate income for the government
   ● will focus people’s attention to the problem
   ● it will serve as just punishment

   **Con**
   ● difficult to enforce consistently
   ● doesn't educate people about the problem
   ● cost more to implement than income it would generate
   ● could create ill will among the populace

   **B. Problem:** Pollution caused by power plants using fossil fuels
   **Solution:** Replacing those plants with nuclear power plants.

   **Pro**
   ● eliminates major source of pollution
   ● generates more electricity for less cost
   ● benefits non-oil producing countries
   ● conserves natural resources
   ● creates higher educated and technologically advanced workers
   ● is relatively safe
   ● there are less health related concerns
25 Talking about Solutions to Problems

C. Problem: Use of hand guns in crimes
Solution: Mandatory 20 year prison sentence for any violation, 30 years prison if weapon is fired

Pro
● will act as a strong deterrent
● is easy to verify and implement
● offers greater assurance to potential victims

Con
● it is not just, too severe a punishment
● would increase already unmanageable prison populations
● would not really act as a deterrent

3. Group Work - discussion
Get into groups of three or four people. You are members of the U. N. addressing world wide issues. Select one of the topics below (or choose your own) and discuss and present your solutions to them. Cover each of the areas under the identification and solution of the problem.

Identify
● what the problem is
● why it is a problem
● the people who it is a problem for
● its effect on those people

Problems

<table>
<thead>
<tr>
<th>Illiteracy</th>
<th>Water pollution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population explosion</td>
<td>World hungry</td>
</tr>
<tr>
<td>Drug use</td>
<td>AIDS epidemic</td>
</tr>
<tr>
<td>Nuclear proliferation</td>
<td>Terrorist groups</td>
</tr>
<tr>
<td>Fair and equal access to medical treatment and medicine</td>
<td></td>
</tr>
</tbody>
</table>
The Simple Tenses

There are three simple tenses- the present, the past, and the future. The simple forms are used when we view the action or state as being complete.

The simple present tense
The simple tense is the uninflected form of the word. The simple present tense is used when talking or writing about events, actions, or situations that exist now, have existed in the past, and will probably exist in the future. Use this tense when talking about general truths, scientific or permanent facts, general statements when no particular time is specified, actions that occur all the time, and when giving directions or instructions.

Example
Water covers over 70% of the Earth's surface.
A college education improves one's chances for a financially rewarding job.
I exercise every morning before I go to work.
Everyone loves a parade.
Insert flap A into slot B.

When using the simple present, be sure to follow the subject-verb agreement rule. Some verbs require an -s or -es (depending on the spelling) at the end, depending on what the subject of the sentence is.

Use an –s ending with verbs that have he, she, it, or singular nouns as subjects of the sentence.
Mary takes a walk after class every day.
Use no -s ending on verbs that have I, we, they, you, or plural nouns as subjects.
I always take a walk after class.

Practice 1
Work with a partner and ask each other the following questions, answering in the simple present tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

Where do you (come from)?
Where does (your brother live)?
Why do you like (football)?
When do you (get to work)?
Do you think (London is beautiful)? (answer is yes or no)
What time do you (get up on Saturday)?
How many (biscuits do you eat for breakfast)?
How do you (spell your name)?
Does your (brother work in an office)? (answer is yes or no)
Which (newspaper do you read) every day?

Practice 2
Working with a partner talk about the following topics, being sure to use the simple present tense. Also try to speak in complete sentences for additional practice and repetition in using the language. To continue the conversation your partner should ask questions to get more information.

your study habits movies your job
your family foods you like
26 Verb Tense Usage

The simple past tense
The simple past is formed by using the verb with an -ed ending for regular verbs or the past tense form of irregular verbs. The simple past is used when talking or writing about actions, events, or states of being that were started and completed in the past.

Example
Susan cooked spaghetti last night.
I always went swimming in the summer when I was a kid.
In 1492 Columbus sailed the ocean blue.

Practice 1
Working in pairs, ask each other the following questions, answering in the simple past tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

What did (you do yesterday)?
What (sport did you like in) high school?
What did you have for (dinner last night)?
Who was the (first president/prime minister of your country)?
What did you buy (at the store yesterday)?
How did you meet (your boy/girl friend)?
When did you go (to the movies last)?
What was (one famous event in your country’s history)?
Who was (your best friend) in grade school?
What did you (eat for breakfast)?
What was the (last meal you cooked)?
When was (your last birthday, and what did you get as a present)?
Who was the teacher you (disliked most in middle school)?
What time did you (wake up this morning)?
When was the (last time you ate pizza)?

Practice 2
Working with a partner, talk about the following topics, being sure to use the simple past tense. Also try to speak in complete sentences for additional practice and repetition in using the language. To continue the conversation your partner should ask questions to get more information.

- games played as a child
- fears as a child
- worst date
- happy memory
- first job
The simple future tense
The simple future tense is formed by using will or going to + verb. The simple future tense is used when talking or writing about actions or events that will occur in the future.

Example
The president will address the nation tomorrow night.
John is going to take a bus to work tomorrow because his wife will use the family car.
I will live in Korea until next year.

Practice 1
Working in pairs, ask each other the following questions, answering in the simple past tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

When will the next (Olympic Games be held and in what country)?
When will your best friend (visit you next)?
When are you going (to the beach next)?
Where will you go (immediately after this class)?
Who are you going to (meet this weekend)?
What time will you go (to work tomorrow)?
Will you buy (me a present for my birthday)?
Where are you going to be (tomorrow at midnight)?
What are you going to eat (for dinner tonight)?
When are you going to (the movies next)?
What will you (wear tomorrow)?
When will your next (birthday be)?
What time are you going to (get up tomorrow morning)?

Practice 2
Working with a partner, talk about the following topics, being sure to use the simple future tense. Also try to speak in complete sentences for additional practice and repetition in using the language. To continue the conversation your partner should ask questions to get more information.

- what you will eat next
- where you want to retire
- next movie you will see
- next vacation plans
- next holiday plans
The Continuous Tenses

There are three continuous tenses— the simple continuous, the past continuous, and the future continuous. The continuous (sometimes called the progressive form) is used when the action or state is seen as being incomplete.

The present continuous tense
The present continuous tense is formed by using the to be verb (is, am, are) + main verb + ing ending. The present continuous is used when talking or writing about an action or event that began in the past and continues to the present (and maybe future).

Example
He is sleeping now.
She is studying French this semester.
I am currently living in Rome.
American railroads are becoming competitive again.

Practice 1
Working in pairs, ask each other the following questions, answering in the past continuous tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

What is your mother (doing at this moment)?
Who (is talking the loudest in the classroom) right now?
Where are (you living at the present time)?
Are you (saving any money these days and, if so, what for)?
Is anyone (in the class yawning right now)? If so, who?
Are any other members (of your family studying English, if so, why)?
What are you doing (to protect the environment)?
Is anyone in the classroom (coughing or sneezing right now)? If so, who?
Are any of the students in the class (wearing anything purple)? If so, who and what?
What is the person (on your right wearing)?
Who is (sitting next to you)?
Is (answering some of these questions) boring?
What is the name of the man who (is governing your country)?

Practice 2
Working with a partner, talk about the following topics, being sure to use the present continuous tense. Also try to speak in complete sentences for additional practice and repetition in using the language. To continue the conversation your partner should ask questions to get more information.

- where sitting now
- what best friend doing now
- why studying English
- who dating
- how feeling now
Some verbs that express mental states or forms of perception do not usually have a continuous tense form. These verbs are:

<table>
<thead>
<tr>
<th>Mental state</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>believe</td>
<td>like</td>
<td>seem</td>
</tr>
<tr>
<td>know</td>
<td>love</td>
<td>prefer</td>
</tr>
<tr>
<td>want</td>
<td>wish</td>
<td>forget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Condition</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>belong</td>
<td>mean</td>
</tr>
<tr>
<td>own</td>
<td>have</td>
</tr>
<tr>
<td>resemble</td>
<td>cost</td>
</tr>
</tbody>
</table>

**The past continuous tense**
The past continuous is formed using was/were + verb + “ing” ending. The past continuous is used when talking about an event, action, or situation that occurred during a certain time in the past.

**Example**
Yesterday afternoon I was singing in the rain.
She was living in Seoul until she got married.
I was fixing my car when a friend came over to visit.

**Practice 1**
Working in pairs, ask each other the following questions, answering in the past continuous tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

What were you doing (the last time the electricity went out)?
What you were doing (the last time you hurt yourself)?
What were you (arguing about the last time you argued with someone)?
What were you doing (the last time it started to rain)?
What were you doing (the last time you got really physically exhausted)?
Where were you (living seven years ago)?
What were you doing (the last time you were really, really bored)?
What were you doing (during the news last night)?
What were you doing (at midnight last Sunday)?
What were you doing (the last time you got a headache)?

**Practice 2**
Working with a partner, talk about the following topics, being sure to use the past continuous tense. Also try to speak in complete sentences for additional practice and repetition in using the language. To continue the conversation your partner should ask questions to get more information.

- who living with last year
- what doing last Friday at 8:00
- what listening to on radio when last driving/riding in car
- who talking to last night during dinner
- where your parents living when married
26 Verb Tense Usage

The future continuous tense
Future continuous tense is formed by using will/shall + be + verb + “ing”. The future continuous is used when talking about an event, action, or situation that will begin in the future.

Example
She will be going to the shopping mall next Saturday.
Dr. Kim will be working at the hospital for the next five years, and then he will retire.
Next year, Kelly will be moving to France.

Practice 1
Working in pairs, ask each other the following questions, answering in the future continuous tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

What will you be doing (after this class)?
Will you (be doing dishes tonight at your house)?
When will (you be going shopping next)?
Will your sister or brother (be going to the theater tonight)?
What will you be doing (next weekend)?
Where will (you be going on your next vacation)?
When will you (be eating next)?
When will you (be going to a disco next)?
How will you (be celebrating your next birthday)?
What kind of (job will you be looking for in the future)?

Practice 2
Working with a partner, talk about the following topics, being sure to use the future continuous tense. Also try to speak in complete sentences for additional practice and repetition in using the language. To continue the conversation your partner should ask questions to get more information.

- what eating tonight
- who seeing this weekend
- when getting haircut next
- when vacationing next
- how getting to work/school tomorrow
26 Verb Tense Usage

The Perfect Tenses

There are three perfect tense forms: the present perfect, the past perfect, and the future perfect. The perfect forms are used when the actions being talked or written about looks back into the past from the speaker’s perspective. The perfect tenses are used when talking about events, actions, or situations that occurred in the past, but the exact time that they occurred is not important (as with simple past tense).

The present perfect tense

The present perfect is formed by using have/has + past participle. Use the present perfect tense when talking about actions or situations in the past without saying exactly when they happened or that started in the past and continue in the present. The present perfect refers to the present, although the action took place in the past.

Examples

I’ve been to Germany three times.
His songs have made him a superstar.
They have lived in the same house for 30 years.
We have traveled to Europe on several occasions.

Practice 1

Working in pairs, ask each other the following questions, answering in the present perfect tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

How many times has your (family moved to a different city)?
What kind of (sports have you participated in)?
How many (ice cream cones have you eaten) this week?
Have you ever eaten (a peanut butter and pickle sandwich)?
How long have (you studied English)?
Has anyone in your country ever (won a Gold medal in the Olympics)?
Have you ever (traveled to Vietnam)?
Have you ever (volunteered your time to a worthy cause)?
Do you know anyone that has (climbed the Alps)?
Have you ever met anyone that has (hunted wild pigs)?
Have you ever met anyone that has (sailed across the Atlantic Ocean)?
Has your mother ever (cut your hair)?
Have any of your friends ever (stolen anything from you)?

Practice 2

Working with a partner, talk about the following topics, being sure to use the present perfect tense. Also try to speak in complete sentences for additional practice and repetition in using the language. To continue the conversation your partner should ask questions to get more information.

- how long lived at current residence
- biggest fish ever caught
- ever seen a ghost
- ever driven a sports car
- number of trips to foreign country
The past perfect tense
The past perfect is formed by using had + past participle. Use the past perfect when talking about the completion of one activity in the past before the completion of another activity in the past.

Example
John had just finished waxing his car when it started to rain.
The major had completed his speech by time the camera crews arrived.

Practice 1
Working in pairs, ask each other the following questions, answering in the past perfect tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

After you had (finished dinner last night, what did you do)?
What had you done (before you came to this class)?
What had your father (hoped to achieve before he had children)?
Who had been your (favorite teacher in elementary school)?
Where had you been (before you came to this class today)?
What had been your best vacation (before you graduated from high school)?
What had you done (before you ate breakfast this morning)?
Had you (gambled before you finished middle school)?
What had the (president of your country done before he became president)?
Had it (rained before you came to class today)?

Practice 2
Working with a partner, talk about the following topics, being sure to use the past perfect tense. Also try to speak in complete sentences for additional practice and repetition in using the language. To continue the conversation your partner should ask questions to get more information.

- what you had done before your current job
- what your parent had done before getting married
- where you had lived before moving to your current residence
26 Verb Tense Usage

The future perfect tense

The future perfect is formed by will/shall + have + past participle. Use the future perfect when talking about the completion of an activity at some time in the future.

Example
We will have finished this homework by lunch time.
The Jones’ will have traveled to 12 countries by the end the year.

Practice 1
Working in pairs, ask each other the following questions, answering in the future perfect tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

How long will you have (been in class today after you answer this question)?
Before your next meal, (how many minutes will have elapsed since you have eaten last)?
Between now and next Friday at 12 AM, (how many hours will have elapsed)?
How many times will you have (eaten between now and the end of the week)?
How many (candy bars will you have eaten if you eat two a day for three months)?
If you go to (the movies this weekend, how many movies will you have seen this year)?
When you eat (your next pizza, how many pizzas will you have eaten this month)?
If you watch (TV for one hour after class, how many hours will you have watched TV this week)?

Practice 2
Working with a partner, talk about the following topics, being sure to use the future perfect tense. Also try to speak in complete sentences for additional practice and repetition in using the language. To continue the conversation your partner should ask questions to get more information.

- how long you will been married by your next anniversary
- how long your family will have been celebrating your birthday by your next birthday
- by the end of this year how many times you will have gone to a movie theater
The Perfect Continuous Tenses

There are three perfect continuous tenses: the present perfect continuous, the past perfect continuous, and the future perfect continuous. The continuous or progressive form is used when the action or state is seen as being incomplete.

**The present perfect continuous tense**
The present perfect continuous is formed by using have/has + been + verb + ing ending. The present perfect continuous is used when talking about the duration of an activity or action that started in the past, continues in the present, and may continue into the future or how long something has been done.

**Example**
We have been living in France for over a year.
Robert has been working on that report for six weeks.
I have been playing a lot of tennis lately.
I feel exhausted because I’ve been working all day.

**Practice 1**
Working in pairs, ask each other the following questions, answering in the present perfect continuous tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

- How long have you (been attending this English course)?
- How has your favorite (sports team been doing this year- winning or losing)?
- Has your best friend been (asking you to lend him or her money lately)?
- How long has your (favorite singer been recording records)?
- Have you been (purchasing any new clothes lately)?
- How long (have you been driving)?
- If you (exercise regularly), how long have you been doing it)?
- Where have you been (going for entertainment over the last month)?
- How long have (you been working at your present job)?
- How long have you been (enjoying your current hobby)?

The past perfect continuous tense

The past perfect continuous is formed by using had + been + verb + “ing”. The past perfect continuous tense is used when talking about the duration of an action or situation in the past that was in progress before another past action or situation in the past.

**Example**
By the time I arrived in Seoul, it had been raining for three days.
Robert had been studying for 30 minutes before he fell asleep.

**Practice 1**
Working in pairs, ask each other the following questions, answering in the past perfect continuous tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

- How long had you been (studying English before taking this class)?
- How long had you been (sleeping before you woke up this morning)?
- How long had you been (waiting in the classroom before the instructor entered)?
- How long had the (sun been up before you got out of bed this morning)?
- How long had the (longest running TV program in your country been running before it was canceled)?
- How long had you been (walking before you could tie your shoes)?
- How long had you been (watching TV last night before you turned it off)?
The future perfect continuous tense
The future perfect continuous is formed by using **will + have + been + verb + “ing”**. The future perfect continuous tense is used when talking about the duration of an activity that will be in progress before another time or event in the future.

**Example**
By December, 2009 she will have been working for the company for 12 years.
I will have been studying for two hours by the time the movie ends.

Sometimes the future perfect continuous and the future perfect can be used to express the same meaning.

When Professor Johns retires he will have taught for 19 years.
**OR**
When Professor Johns retires, he will have been teaching for 19 years.

**Practice 1**
Working in pairs, ask each other the following questions, answering in the future perfect continuous tense. Each partner should ask and answer each question. For additional practice, change the words in parenthesis to make your own questions. Be sure to use complete sentences in your answers.

By the first of next month, how long will you have been (living in your present home)?
By your next birthday, how long will you have been (reading the newspaper for daily news)?
After you answer this question, how long will you have been (sitting in the classroom today)?
By the next elections in your county, how long will your country have been having democratic elections)?
If two people start (dancing right now and dance for two-and-a-half days, how many hours will they have been dancing by the time they quit)?
By January first, (how long will your favorite news anchor been reporting the news on TV)?
By your next birthday, (how long will your favorite singer have been singing)?
By Friday of this week, (how long will you have been attending this class)?
By the end of this class, (how long will you have been sitting in your chair)?
By the year 2010, (how long will you have been living on this earth)?
After you answer this question, (how long will you have been answering questions in this section)?