

## GRAMMAR

### SINCE/FOR

We've known each other	since	three o'clock. yesterday afternoon. last week. 2000. we were in high school.
	for	three hours. two days. a week. a long time.

### PRESENT PERFECT VS. PRESENT TENSE

I know how to ski.

I've known how to ski since I was a little girl.

### PRESENT PERFECT VS. PAST TENSE

Victor was an engineer.

He's been a taxi driver since he immigrated.

## FUNCTIONS

### ASKING FOR AND REPORTING INFORMATION

How long *has your neck been stiff*?

For *more than a week*.

Do you know *how to ski*?

Yes, I do. I've known *how to ski* since *I was a little girl*.

How long have you *known each other*?

We've known *each other* for *three years*.

We've known *each other* since *1998*.

Has *Victor* always been a *taxi driver*?

No. *He's been a taxi driver* since *he immigrated*.

Before that, *he was an engineer*.

Have you always *taught history*?

No. I've *taught history* for *the past three years*.

Before that, I *taught geography*.

Do you still *live on Main Street*?

No. I haven't *lived on Main Street* for *several years*.

Are you still a *barber*?

No. I haven't been a *barber* for *several years*.

So how are you feeling today, *George*?

Not very well, *Dr. Fernando*.

What seems to be the *problem*?

*My neck is stiff*.

What is your present address?

How long have you lived *there*?

What was your last address?

How long did you live *there*?

Tell me, \_\_\_\_\_.

Tell me, *Tony*, \_\_\_\_\_.

And how about *YOU*?

### REACTING TO INFORMATION

Oh. I didn't know that.

Oh. I didn't realize that.

Oh. I wasn't aware of that.

### INDICATING UNDERSTANDING

I see.

### GREETING PEOPLE

*George!*

*Tony!*

How have you been?

Fine. And how about *YOU*?

Everything's fine with me, too.

### EXPRESSING SURPRISE-DISBELIEF

I can't believe it's you!

### EXPRESSING AGREEMENT

That's right, *George*.

### LEAVE-TAKING

Well, *George*, I'm afraid I have to go now. We should get together soon.

Good idea, *Tony*.

## NEW VOCABULARY

### Occupations

assistant manager  
astronaut  
barber  
clerk  
computer programmer  
engineer  
guidance counselor  
guitarist  
manager  
musician  
physician  
store manager  
taxi driver  
vice president

### Medical Care

black and blue  
body  
dizzy  
feel dizzy  
have *the measles*  
high fever  
neck  
pain  
patient  
stiff  
swollen  
waiting room

### The Arts

art  
modern art  
photography  
Picasso

### Time Expressions

early this morning  
more than *a week*  
the past *three years*

### Verbs

count  
graduate  
immigrate  
own  
take time

### Adjectives

dedicated  
engaged  
fortunate  
interested (in)  
present  
successful

### School

medical school  
music school

### Musical Instruments

cello  
saxophone

### Places Around the World

Dallas  
Georgia  
Singapore  
Texas

### Miscellaneous

accent  
    New York accent  
    southern accent  
bachelor  
bottom  
department  
leader  
lottery  
personal computer  
satellite  
space  
termites  
whole milk

### EXPRESSIONS

Good idea.  
happily married  
in love  
It's been a long time.  
start at the bottom  
"the birds and the bees"  
the facts of life  
work *his* way up to the top

### VOCABULARY PREVIEW

*You may want to introduce these words before beginning the chapter, or you may choose to wait until they first occur in a specific lesson. If you choose to introduce them at this point, here are some suggestions:*

1. Have students look at the illustrations on text page 51 and identify the words they already know.
2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.
3. Practice the vocabulary as a class, in pairs, or in small groups. Have students cover the word list and look at the pictures. Practice the words in the following ways:
  - Say a word and have students tell the number of the illustration.
  - Give the number of an illustration and have students say the word.

## Text Pages 52–53: How Long?

### FOCUS

- Present Perfect Tense:  
Questions with *How Long*  
Expressions with *For* and *Since*

### CLOSE UP

Time expressions with *for* and *since* are commonly used with the present perfect tense to describe something that began in the past and continues in the present.

**RULE:** *For* is used with expressions describing a period of time.

**EXAMPLES:** We've known each other **for three years**.  
She's had the measles **for five days**.

**RULE:** *Since* is used with expressions referring to a definite point in time.

**EXAMPLES:** I've been sick **since last Friday**.  
They've been married **since 1985**.

### INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.
2. Set the scene:

1st model: "A salesperson in a jewelry store is talking to a couple who are looking for a wedding ring."

2nd model: "One friend is visiting another friend who is sick."

3. Present the model.
4. Full-Class Repetition.

#### *Pronunciation Note*

The pronunciation focus of Chapter 5 is **Reduced *have & has*** (text page 64). You may wish to model this pronunciation at this point (*How long have you been sick? How long have you known each other?*) and encourage students to incorporate it into their language practice.

5. Ask students if they have any questions. Check understanding of the word *known* in the 1st model.
6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.  
(For additional practice, do Choral Conversation in small groups or by rows.)
9. Further practice with *for* and *since*:
  - a. After the 1st model, call on pairs of students to present the model again, using some of the other expressions under *for* in the box at the top of text page 52. For example:

*a long time*

    - A. How long have you known each other?
    - B. We've known each other for a long time.
  - b. After the 2nd model, same as above, using some of the expressions under *since* in the box at the top of text page 52. For example:

last week

- A. How long have you been sick?
- B. I've been sick since last week.

## SIDE BY SIDE EXERCISES

### Examples

- 1. A. How long have Tom and Janet known each other?  
B. They've known each other for two years.
- 2. A. How long have Mr. and Mrs. Garcia been married?  
B. They've been married since 1995.

- 1. **Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
- 2. **Exercise 2:** Same as above.
- 3. **Exercises 3–12:** Either Full-Class Practice or Pair Practice.

### New Vocabulary

- 5. guidance counselor
- 6. satellite space
- 7. own (v)
- 9. interested in
- 10. photography

### Culture Note

Exercise 5: A *guidance counselor* is a person who helps high school students select classes according to their interests and career plans.

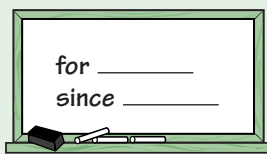
## WORKBOOK

Pages 52–54

## EXPANSION ACTIVITIES

### 1. For or Since? ★

- a. Write on the board:



- b. Say time expressions such as those below and have students rephrase them with *for* or *since*. For example:

Teacher: a long time

Student: for a long time

Teacher: last week

Student: since last week

Time expressions:

yesterday (since)  
two hours (for)

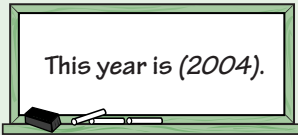
a few minutes	(for)
this morning	(since)
2000	(since)
several weeks	(for)
a long time	(for)
a quarter to three	(since)
ten years	(for)
Wednesday	(since)
last month	(since)
three days	(for)
1999	(since)
three and a half weeks	(for)
eleven o'clock last night	(since)

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

### 2. Rephrase the Sentences! ★★

- a. Have students open their books to text pages 52 and 53.

- b. Write the current year on the board. For example:



- c. Based on what the year is, have students rephrase the sentences about the characters in Exercises 1, 2, 5, 6, 7, 8, and 11 on text pages 52 and 53. Have students either say or write their new sentences. For example:

Exercise 1: Tom and Janet have known each other for two years.

rephrased: They've known each other since (2002).

Exercise 2: Mr. and Mrs. Garcia have been married since 1985.

rephrased: They've been married for (19) years.

Exercise 5: Ms. Bennett has been a guidance counselor for 19 years.

rephrased: She's been a guidance counselor since (1985).

Exercise 6: There have been satellites in space since 1957.

rephrased: There have been satellites in space for (47) years.

Exercise 7: I've owned this car for three and a half years.

rephrased: I've owned this car since (2001).

Exercise 8: Bob has owned his own house since 1991.

rephrased: Bob has owned his own house for (13) years.

Exercise 11: I've been here since 1979.

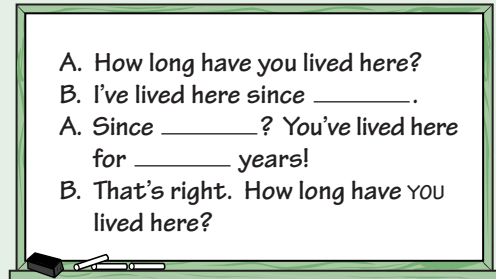
rephrased: I've been here for (25) years.

- d. Call on individual students to give their answers.

*Variation:* Do the activity as a game with competing teams. The team that writes the sentences in the shortest time is the winner.

### 3. Grammar Chain: How Long Have You Lived Here? ★★

- a. Write the following conversation model on the board:



- b. Start the chain game by modeling the conversation with a student. Then have students continue the chain. For example:

Teacher: How long have you lived here?

Student A: I've lived here since (1991).

Teacher: Since (1991)? You've lived here for (13) years!

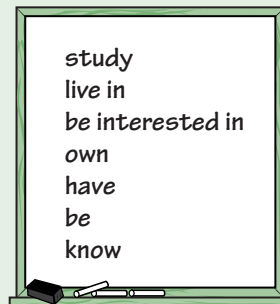
Student A: That's right. [to Student B:] How long have YOU lived here?

Student B: I've lived here since (2001).

Tell students they can use any date they wish to answer the first question.

### 4. Get to Know Your Classmates ★★★

- a. Write the following on the board:



- b. Divide the class into pairs and have students ask each other questions with *how long*, using the verbs on the board. For example:

A. How long have you studied English?

B. I've studied English for two years.

A. How long have you owned a bicycle?

B. I've owned a bicycle since 2000.

- c. Have students tell the class about the person they interviewed.

(continued)



## EXPANSION ACTIVITIES (Continued)



### 5. Find the Right Person! ★★★

- From the prior activity, write down information about the students.
- Put the information on a handout in the following form:

Find someone who . . .

- has lived here since 1986. \_\_\_\_\_
- has studied English for five years. \_\_\_\_\_
- has owned a bicycle for ten years. \_\_\_\_\_
- has been interested in jazz since he was a teenager. \_\_\_\_\_

- Have students circulate around the room, asking each other questions to identify the above people.

- The first student to find all the people, raise his or her hand, and correctly identify the people is the winner of the game.

### 6. Which One Isn't True? ★★★

- Tell students to write two true statements and one false statement about themselves. For example:  
*I've owned a car since 2001.*  
*I've been interested in ballet since I was ten.*  
*I've had a bad headache since last night.*
- Have students take turns reading their statements to the class, and have the class guess which statement isn't true.



## READING *A Very Dedicated Doctor*

### FOCUS

- Present Perfect Tense
- Since/For

### NEW VOCABULARY

black and blue	more than <i>a week</i>
body	neck
dedicated	pain
dizzy	patient (n)
early this morning	stiff
feel dizzy	swollen
for the past <i>24 hours</i>	take time
high fever	waiting room

### READING THE STORY

**Optional:** Preview the story by having students talk about the story title and/or illustrations. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.

1. Have students read silently, or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of vocabulary.
3. Check students' comprehension, using some or all of the following questions:
  - What's the matter with George?
  - What's the matter with Martha?
  - What's the matter with Lenny?
  - What's the matter with Carol?
  - What's the matter with Bob?
  - What's the matter with Bill?

What's the matter with Tommy and Julie?  
 How long has Dr. Fernando been in his office?  
 What don't his patients know?  
 What's the matter with him?  
 Why hasn't he taken time to stay at home and rest?

### ✓ READING CHECK-UP

#### Q & A

1. Call on a pair of students to present the model.
2. Have students work in pairs to create new dialogs.
3. Call on pairs to present their new dialogs to the class.

#### CHOOSE

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

#### CHOOSE

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

### READING EXTENSION

#### 1. *Miming*

- a. Write on cards the symptoms from the reading. For example:

dizzy	fever	red spots	headache
black and blue arm	pain in the back	stiff neck	swollen knee



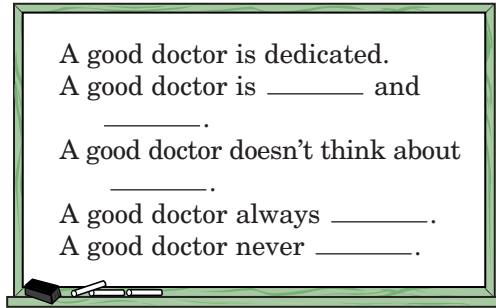
- b. Have students take turns picking a card from the pile and pantomiming the symptom on the card.
- c. The class must guess what symptom the person is miming and which character in the story has that symptom.

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

- b. Have students complete the sentences and then compare their answers.
- c. Follow up with a class discussion about what qualities make a good doctor.

## 2. ***Class Discussion: A Good Doctor***

- a. Write the following on the board:



# Text Pages 56–57: Since I Was a Little Girl

## FOCUS

- Present Perfect Tense:  
Contrast with the Present Tense  
*Since* Expressions

## CLOSE UP

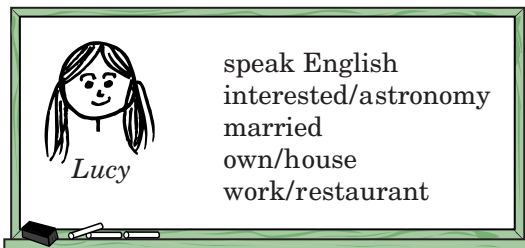
**RULE:** *Since* is used with past time phrases that describe a point in time in the past.

**EXAMPLES:** I've known how to ski **since I was a little girl**.  
We've been engaged **since we finished college**.

## GETTING READY

Contrast the simple present tense and the present perfect tense.

1. Put these cues on the board:



2. Make two statements about each cue: one in the present tense and one in the present perfect tense. For example:

Lucy speaks English.  
She's spoken English since she was young.

Lucy is interested in astronomy.  
She's been interested in astronomy for a long time.

3. Point to each cue and call on one or more students to tell about Lucy in the same way.

## INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.
2. Set the scene:  
1st model: "Two friends are talking."  
2nd model: "A woman is talking to a young couple at a party."
3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of the word *engaged* in the 2nd model.

### *Culture Note*

In traditional U.S. culture, a couple who are planning to get married may announce their intentions by becoming *engaged* to be married. The man may also give the woman an engagement ring.

6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.  
(For additional practice, do Choral Conversation in small groups or by rows.)

## SIDE BY SIDE EXERCISES

### Examples

- A. Does your sister Jennifer play the cello?  
B. Yes. She's played the cello since she was eight years old.
- A. Is your friend Michael a professional musician?  
B. Yes. He's been a professional musician since he graduated from music school.

- Exercise 1:** Introduce the word *cello*. Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
- Exercise 2:** Introduce the words *musician*, *graduate* (v), *music school*. Same as above.
- Exercises 3–12:** Either Full-Class Practice or Pair Practice.

### New Vocabulary

- personal computer
- modern art  
Picasso
- count (v)
- termites
- the birds and the bees  
the facts of life

### Culture Notes

Exercise 4: Pablo Picasso is a famous 20th-century artist.

Exercise 11: *Titanic* is the true story of a large ship that sank in the North Atlantic. Most of the ship's passengers died in the disaster.

Exercise 12: The euphemistic expression "the birds and the bees" is used in polite conversation to refer to the *facts of life* or *where babies come from*.

## WORKBOOK

Pages 55–57



## EXPANSION ACTIVITIES

### 1. Sense or Nonsense? ★★

- Divide the class into four groups.
- Make many sets of split sentence cards with beginnings and endings of sentences. For example:

She's had a  
stomachache  
since ...

she ate a donut  
this morning.

He's liked classical  
music since ...

he heard his first  
concert.

She's been  
interested in  
astronomy since ...

she first saw the  
stars at night.

He's studied  
Spanish since ...

he went to Mexico  
on vacation.

She's owned her own business since . . .	she graduated from business school.
They've had blue hair since . . .	they became rock stars.
She's been interested in photography since . . .	she bought a new camera.
He's had pain in his back since . . .	he worked in his garden yesterday.
My children have stayed in bed since . . .	they got the measles.
Her neck has been stiff since . . .	she was in a car accident.

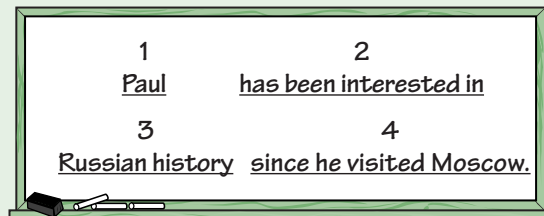
- c. Mix up the cards and distribute sets of cards to each group, keeping the beginning and ending cards in different piles.
- d. Have students take turns picking up one card from each pile and reading the sentence to the group. For example:

She's been interested in photography since . . .	they got the measles.
--------------------------------------------------	-----------------------

- e. That group decides if the sentence makes sense or is nonsense.
- f. After all the cards have been picked, have the groups lay out all the cards and put together all the sentence combinations that make sense.

## 2. Change the Sentence! ★★

- a. Write a sentence on the board, underlining and numbering different portions of the sentence. For example:



- b. Have students sit in a circle.
- c. Tell them that when you say a number, the first student in the circle makes a change in that part of the sentence. For example:  
 Teacher: Two.  
 Student 1: Paul has wanted to study Russian history since he visited Moscow.
- d. The second student keeps the first student's sentence, but changes it based on the next number you say. For example:  
 Teacher: Three.  
 Student 2: Paul has wanted to study Russian poetry since he visited Moscow.
- e. Continue this way with the rest of the students in the circle. For example:  
 Teacher: Four.  
 Student 3: Paul has wanted to study Russian poetry since he met Anna.

## 3. Expand the Sentence! ★★

Tell students that the object of the activity is to build a long sentence on the board, one word at a time.

- a. Call on a student to write a pronoun or someone's name on the far left side of the board. For example:



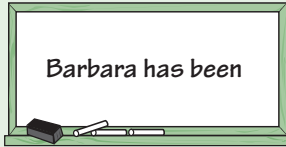
- b. Have another student come to the board and add a word. For example:



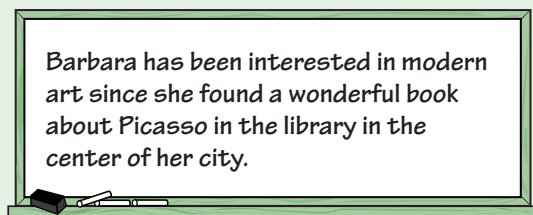
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## EXPANSION ACTIVITIES (Continued)

- c. Have a third student add a third word. For example:

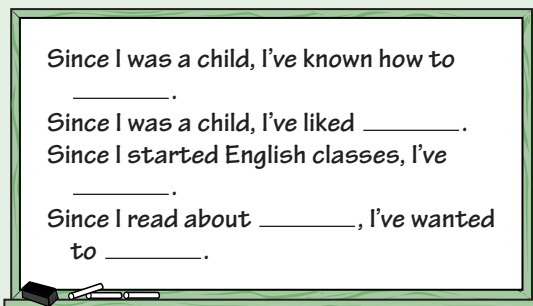


- d. Continue until each student in the class has had one or more turns to add a word to expand the sentence into the longest one they can think of. For example:



### 4. Class Discussion: Complete the Sentences ★★

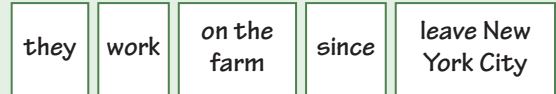
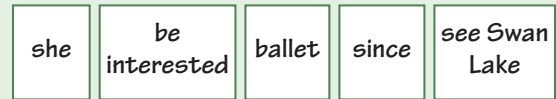
- a. Write on the board the following sentence beginnings:



- b. Have students complete the sentences individually and then share their sentences in small groups or as a class.

### 5. Sentence Cues ★★

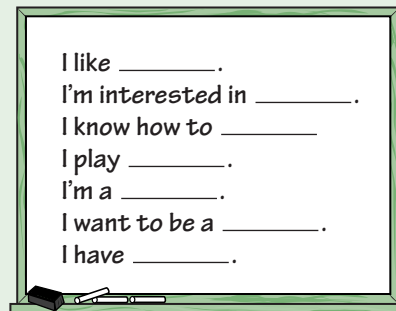
- a. On separate cards, write key words that can be put together to form sentences or questions. Clip together the cards for each sentence. For example:



- b. Divide the class into small groups and give a clipped set of cards to each group.
- c. Have each group write a sentence based on their set of cards.
- d. Have one member of each group write that group's sentence on the board and compare everybody's sentences.

### 6. Guess Who! ★★★

- a. Write on the board:



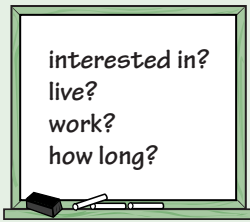
- b. Have each student write three sentences about himself or herself, using some of the cues on the board. For example:

I'm interested in computers.  
I play the guitar.  
I have a pet bird.

- c. Have students fold their papers and give them to you. Mix them up and give each student someone else's paper.
- d. Call on students to read the sentences. Then have the class guess who wrote them.
- e. After the class has identified the person who wrote the statements, have students ask that person any questions they wish, using *how long*.

## 7. Key Word Role Play: At a Party ★★★

- a. Write the following on the board:



- b. Divide the class into pairs.  
c. Tell each pair that they've just met at a party. Have them create a role play, using the key expressions on the board.  
d. Call on pairs to present their role plays to the class.

## 8. What's Wrong? ★★★

- a. Divide the class into pairs or small groups.

- b. Write several sentences such as the following on the board or on a handout. Some of the sentences should be correct, and others incorrect. For example:

I know them for a long time.

He's been interested in computers since many years.

She's played the piano since she was a child.

They been married for fifty years.

How long you own that car?

I been sick since last Monday.

You've had a backache for a week.

How long there be problems at your company?

- c. The object of the activity is for students to identify which sentences are incorrect and then correct them.  
d. Have students compare their answers.

*Variation:* Do the activity as a game with competing teams. The team that successfully completes the task in the shortest time is the winner.

## Text Pages 58–59: Have You Always Taught History?

### FOCUS

- Present Perfect Tense:  
Contrast with the Past Tense  
Review of Yes/No Questions

### CLOSE UP

**RULE:** The present perfect describes an activity that began in the past and continues up to the present. The simple past describes an activity that began and ended in the past.

**EXAMPLES:** I've taught history for the past three years. (*I continue to teach history.*)  
Before that, I taught geography. (*I don't teach geography now.*)

### INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.
2. Set the scene.

1st model: "A student is talking to his history professor."

2nd model: "Two people are talking about Victor."

3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of new vocabulary:

1st model: *geography*

2nd model: *immigrate, engineer*

6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.  
(For additional practice, do Choral Conversation in small groups or by rows.)

### SIDE BY SIDE EXERCISES

#### Examples

1. A. Have you always liked classical music?  
B. No. I've liked classical music for the past five years. Before that, I liked jazz.
2. A. Has Carlos always been the store manager?  
B. No. He's been the store manager since last January. Before that, he was a cashier.

1. **Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Introduce the expression *store manager*. Same as above.
3. **Exercises 3–8:** Either Full-Class Practice or Pair Practice.

### New Vocabulary

4. astronaut
5. southern accent  
New York accent  
Georgia
7. whole milk
8. lottery

## How to Say It!

**Reacting to Information:** In spoken English, it is common to react to new information with any of these three phrases: “Oh. I didn’t know that.” “Oh. I didn’t realize that.” “Oh. I wasn’t aware of that.”

1. Present the expressions.
2. Full-Class Repetition.
3. Ask students if they have any questions.

4. Group Choral Repetition.
5. Have students practice the conversations in this lesson again, using any of these new expressions.
5. Call pairs of students to present their conversations to the class.

## How About You?

1. Go over the questions before students do the activity.
2. Call on a few pairs of students to ask and answer the questions.
3. Divide the class into pairs, and have students ask and answer the questions. Remind students to use the expressions for *Reacting to Information* from the *How to Say It!* section above.

## WORKBOOK

Pages 58–59

### EXPANSION ACTIVITIES

#### 1. Summarizing with the Present Perfect ★★

Have students listen as you read each of the situations below. Then call on a student to *summarize* what happened, using the present perfect. (There may be more than one way to summarize what happened.) For example:

**Situation:** Bill saw Jim this morning. He saw him again at lunch. Then he saw him again in the parking lot.

**Summary:** Bill has seen Jim three times today.  
or  
Bill has seen Jim several times/  
a lot today.

**Situations:**

Gloria called her cousin this morning, and she called him again this afternoon.

Robert wrote two letters to the Kendall Company last week, and he wrote them another one this morning.

We saw Mr. and Mrs. Chen at a basketball game on Tuesday night and at a concert on Thursday night.

Alan studied French in high school. He studied Spanish in college. And last year he studied Japanese.

Mrs. Phillips went to Europe in 1995. She went to Europe again in 2000.

Larry is reading a lot this year in school. He read four books last semester. And he read two more books last month.

Joe came to class late yesterday. He came to class late again today.

Julie’s aunt sent her a birthday gift this week. Her friend Eileen sent her one, too.

Veronica had a baby girl in 1998. In 2001 she had a baby boy.

Mrs. Garcia’s students did well on their history tests last semester. They did well on their tests this semester, too.

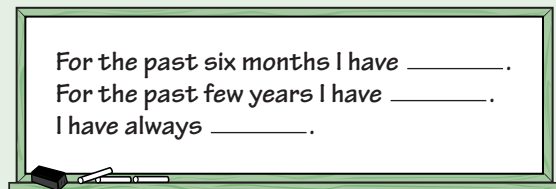
(continued)



## EXPANSION ACTIVITIES (Continued)

### 2. Find the Right Person! ★★

- a. Write the following on the board:



For the past six months I have \_\_\_\_\_.  
For the past few years I have \_\_\_\_\_.  
I have always \_\_\_\_\_.

- b. Have students complete these sentences any way they wish and hand them in to you.  
c. Put the information on a handout in the following form:

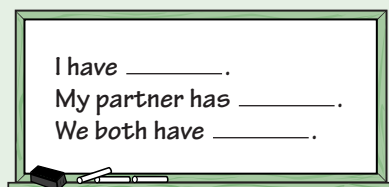
Find someone who . . .

1. has been school president for the past six months. \_\_\_\_\_
2. has studied piano for the past few years. \_\_\_\_\_
3. has always wanted to fly an airplane. \_\_\_\_\_

- d. Have students circulate around the room, asking each other questions to identify the above people. For example:
- Student A: Have you ever been school president?  
Student B: Yes, I have. I've been school president for the past six months.
- e. The first student to find all the people, raise his or her hand, and identify the people is the winner of the game.

### 3. Same and Different: Musical Tastes ★★★

- a. Put the following on the board:



I have \_\_\_\_\_.  
My partner has \_\_\_\_\_.  
We both have \_\_\_\_\_.

- b. Write a list of questions about students' musical tastes such as the following on the board or on a handout for students:

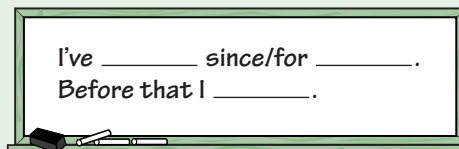
What kind of music do you like?  
How long have you liked/listened to \_\_\_\_\_?  
Do you play any musical instruments?  
How long have you studied \_\_\_\_\_?

- c. Divide the class into pairs.  
d. Have students interview each other and then report to the class about the ways in which they're *the same* and the ways in which they're *different*. For example:

I have listened to jazz since I was young.  
My partner has studied the piano for ten years.  
We both have always liked classical music.

### 4. Sharing Histories ★★★

- a. Write on the board:



I've \_\_\_\_\_ since/for \_\_\_\_\_.  
Before that I \_\_\_\_\_.

- b. Have students complete the sentences, using the model on the board. Have them write about their work histories, where they have lived, where they have gone to school, sports they have played, or general facts about themselves.  
c. Divide the class into groups. Have students share their information with the class. Remind students that they can react using the expressions in the *How to Say It!* section on student text page 59.



## READING *A Wonderful Family*

### FOCUS

- Present Perfect vs. Present Tense

### NEW VOCABULARY

bachelor	medical school
computer programmer	physician
fortunate	Singapore
guitarist	successful
happily married	

### READING THE STORY

**Optional:** Preview the story by having students talk about the story title and/or illustration. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.

1. Have students read silently or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of vocabulary.
3. Check students' comprehension, using some or all of the following questions:

What does Ruth do?  
How long has she been an engineer?  
How long have Ruth and Pablo been married?  
What does Pablo do?  
How long has he known how to play the guitar?  
What does David do?  
How long has he been interested in computers?  
What does Rita do?

How long has she been a physician?  
Is Herbert married?  
What does Herbert do?  
Have Mr. and Mrs. Patterson seen him recently?

### ✓ READING CHECK-UP

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

### READING EXTENSION

#### *Family Trees*

1. Have students draw a family tree for the Patterson family in the reading. Have pairs of students compare their drawings.
2. Have students then draw their own family trees. Have students share their family trees in small groups. Have students ask and answer questions about each other's family. For example:

Where does he/she live?  
How long has he/she lived there?  
What does he/she do?  
How long has he/she been a \_\_\_\_\_?

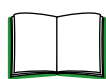


### LISTENING

**Listen to the conversation and choose the answer that is true.**

1. A. How long have you had a backache?  
B. For three days.
2. A. Has your father always been an engineer?  
B. No, he hasn't.

- |                                                                                                                          |                        |
|--------------------------------------------------------------------------------------------------------------------------|------------------------|
| 3. A. How long has your knee been swollen?<br>B. For a week.                                                             | <b>Answers</b><br>1. b |
| 4. A. How long have you known how to ski?<br>B. Since I was a teenager.                                                  | 2. a                   |
| 5. A. Did you live in Tokyo for a long time?<br>B. Yes. Five years.                                                      | 3. b                   |
| 6. A. How long has Roger been interested in<br>Egyptian history?<br>B. Since he lived in Cairo.                          | 4. a                   |
| 7. A. Is Amy still in the hospital?<br>B. Oh. I forgot to tell you. She's been home<br>for two days.                     | 5. b                   |
| 8. A. Have you played hockey for a long time?<br>B. Yes. I've played hockey since I moved to<br>Toronto three years ago. | 6. b                   |
|                                                                                                                          | 7. a                   |
|                                                                                                                          | 8. a                   |



## READING *Working Their Way to the Top*

### FOCUS

- Present Perfect vs. Past Tense

### NEW VOCABULARY

assistant manager  
 bottom  
 Dallas  
 department  
 start at the bottom  
 Texas  
 vice president  
 work *his* way up to the top

### READING THE STORY

**Optional:** Preview the story by having students talk about the story title and/or illustrations. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.

1. Have students read silently or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of vocabulary.
3. Check students' comprehension, using some or all of the following questions:
  - How long has Louis been the store manager?
  - How long was he a clerk?
  - How long was he a cashier?
  - How long was he an assistant manager?
  - When did he become the manager?
  - Why is everybody at the Big Value Supermarket proud of Louis?

How long has Kate been the president?  
 How long was she a salesperson?  
 How long was she the manager of the Women's Clothing Department?  
 How long was she the store manager?  
 What happened after that?  
 When did she become the president?  
 Why is everybody at the Marcy Department Store in Dallas proud of Kate?

### ✓ READING CHECK-UP

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

### READING EXTENSION

#### 1. Tic Tac Question the Answer

- a. Draw a tic tac grid on the board and fill it in with short answers to questions:

For six years.	Two years ago.	Yes, he did.
For three years.	Yes, they have.	No, he didn't.
Yes, she has.	Yes, he has.	Yes, she did.

- b. Divide the class into teams. Give each team a mark: *X* or *O*.
- c. Have each team ask a question about the story on text page 61 for an answer in the grid. For example:
  - X Team: Has Kate worked very hard to get where she is today?  
Yes, she has.
- d. If an answer is appropriate and is stated correctly, that team may replace the answer with its team mark. For example:

For six years.	Two years ago.	Yes, he did.
For three years.	Yes, they have.	No, he didn't.
X	Yes, he has.	Yes, she did.

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

## 2. Time Lines

- a. Have students draw a time line for the two characters in the reading. Have pairs of students compare their time lines.
- b. Have students then draw a time line of someone they know. Have students share their time lines with a partner. Have students ask and answer questions about each other's time line. For example:

When did he/she begin that job?  
 Where did he/she live?  
 How long did he/she work there?  
 What does he/she do now?



## Writing

1. Make sure students understand the questions.
2. Have students ask you the questions and take notes based on your answers.
3. Have students write their stories about you at home, using a dictionary for any new words they wish to use.
4. Have students present and discuss what they have written in pairs, small groups, or as a class.



### ROLE PLAY *It's Been a Long Time*

#### FOCUS

- Review: Present Perfect Tense

#### INTRODUCING THE MODEL

1. Have students look at the model illustration.
2. Set the scene: “Two old friends have just met on the street. They haven’t seen each other in a long time.”
3. Have students listen as you present the dialog or play the audio one or more times.
4. Ask students if they have any questions. Check understanding of new vocabulary: *barber, taxi driver, saxophone, Good idea, It's been a long time.*

#### **Language Note**

*Good idea* is a reduced form of the expression *That's a good idea.*

5. Divide the class into pairs. Have students practice the dialog.
6. Call on one or two pairs of students to present the dialog.

#### ROLE PLAY

1. Divide the class into pairs. Have students role play the dialog using the guide on text page 63 and any vocabulary they wish.
2. Call on pairs of students to present their role plays to the class without referring to the text.

#### EXPANSION ACTIVITY

##### *Scrambled Dialog Game* ★★

1. Divide the class into five teams.
2. Make five sets of the conversation from student text page 62, writing each line on a separate card.
3. Give each group one set of the cards, and have the group members reorder the conversations.
4. The first team to put the conversation in the correct order is the winner.

#### WORKBOOK

Pages 60–61



## PRONUNCIATION Reduced *have & has*

**Reduced *have & has*:** In spoken English, the pronunciation of the *h* in the auxiliaries *have* and *has* is often omitted. The reduced pronunciation of *have* is [ov] and of *has* is [az].

### Focus on Listening

Practice the sentences in the left column. Say each sentence or play the audio one or more times. Have students listen carefully and repeat.

### Focus on Pronunciation

Practice the sentences in the right column. Have students say each sentence and then listen carefully as you say it or play the audio.

If you wish, have students continue practicing the sentences to improve their pronunciation.



## JOURNAL

Have students write their journal entries at home or in class. Encourage students to use a dictionary to look up words they would like to use. Students can share their written work with other students if appropriate. Have students discuss what they have written as a class, in pairs, or in small groups



## GRAMMAR FOCUS

### GRAMMAR CHARTS

1. Divide the class into pairs or small groups.
2. Have students take turns forming sentences from the words in the grammar boxes. Student A says a sentence, and Student B points to the words from each column that are in the sentence. Then have students switch: Student B says a sentence, and Student A points to the words.

### EXPANSION ACTIVITY

#### Category Dictation ★★

1. Have students draw two columns on a piece of paper. At the top of one column, have students write since. At the top of the other column, have them write for.
2. Dictate various time expressions and have students write them in the appropriate column. For example:

<u>since</u>	<u>for</u>
she was born	three years
last night	the past ten minutes
he saw her	a long time

### ANSWER KEY

1. have known, since
2. has been sick, for
3. have you had
4. Are you
5. We've owned, for
6. She's had, since, she had
7. has been, since, he was
8. haven't seen, have
9. haven't lived, I live

## EXPANSION ACTIVITIES

### 1. Do You Remember the Words? ★

Check students' retention of the vocabulary depicted on the opening page of Chapter 5 by doing the following activity:

- a. Have students open their books to text page 51 and cover the list of vocabulary words and phrases.
- b. Either call out a number and have students tell you the word or phrase, or say a word or phrase and have students tell you the number.

*Variation:* You can also do this activity as a game with competing teams.

### 2. Student-Led Dictation ★

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

### 3. Letter Game ★

- a. Divide the class into two teams.
- b. Say: "I'm thinking of a *medical care* word that starts with *h*."
- c. The first person to raise his or her hand and guess correctly [*headache*] wins a point for his or her team.
- d. Continue with other letters of the alphabet and words.

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

### 4. Tic Tac Occupation ★★

- a. Have students draw a tic tac grid on their papers and fill in the grid with any nine occupations from the chapter.
- b. Give definitions of the occupations, and tell students to cross out any word on their grids for which you have given the definition.
- c. The first person to cross out three words in a straight line—either vertically, horizontally, or diagonally—wins the game.
- d. Have the winner call out the words to check the accuracy.



## END-OF-CHAPTER ACTIVITIES

### 1. Board Game ★★★

- On poster boards or on manila file folders, make up game boards with a pathway consisting of separate spaces. You may use any theme or design you wish.
- Divide the class into groups of 2 to 4 students and give each group a game board and a die, and each student something to be used as a playing piece.
- Give each group a pile of cards face-down with statements written on them. Some sentences should be correct, and others incorrect. For example:

I have known him for twenty years.  
She's owned her own house since two years.  
They've been interested in modern art for last year.  
He's played the guitar since he was five years old.  
I have known how to ride a bicycle since five years ago.  
We have been tired when the baby was born.  
He's been president since the past three months.  
Before that, he has been vice-president.  
She has always wanted to be an astronaut.  
He hasn't always spoken with a New York accent.  
They have been on vacation since they won the lottery.  
We have had a cat for last year.
- Each student in turn rolls the die, moves the playing piece along the game path, and after landing on a space, picks a card, reads the sentence, and says if it is *correct* or *incorrect*. If the statement is *incorrect*, the student must *correct* it. If the response is *correct*, the student takes an additional turn.
- The first student to reach the end of the pathway is the winner.

### 2. Question Game ★★

- Write the following sentence on the board:

Michael has been interested in Japanese art since he went to Japan last year.

- Underline different elements of the sentence, and have students create a question based on that portion of the sentence. For example:

Michael has been interested in Japanese art since he went to Japan last year.

How long has Michael been interested in Japanese art?

Michael has been interested in Japanese art since he went to Japan last year.

What has Michael been interested in since he went to Japan last year?

- Continue with other sentences.

### 3. Scrambled Sentences ★★

- Divide the class into two teams.
- Write individual sentences out of order on the board. Use sentences similar to the ones in the lesson on text pages 56 and 57. For example:

she musician finished she  
2000 in has music school a  
since professional been

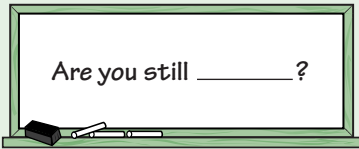
- The first person to raise his or her hand, come to the board, and write the sentence in the correct order earns a point for that team. (*She has been a professional musician since she finished music school in 2000.*)

- d. The team with the most points wins the *scrambled sentence game*.

*Variation:* Write the words to several sentences on separate cards. Divide the class into small groups, and have students work together to put the sentences into correct order.

#### 4. Mystery Conversations ★★★

- a. Divide the class into pairs.  
b. Write the following on the board:



- c. Write roles such as the following on word cards and give one to each pair of students:

a parent and a child	a boss and an employee
a teacher and a student	two friends
two neighbors	a nurse and a patient
a wife and a husband	a brother and a sister

- d. Have each pair create a short dialog that begins "Are you still \_\_\_\_\_?" The dialogs should be appropriate for the roles the students have on their cards.  
e. Have each pair present their dialog to the class. Then have the other students guess who the people are: Are they friends? Is a teacher talking to a student? For example:

*[parent-child]*

- A. Are you still on the phone?  
B. No, I'm not. I haven't been on the phone for ten minutes!

*[boss-employee]*

- A. Are you still working on the report?  
B. No. I've already finished it.

# WORKBOOK ANSWER KEY AND LISTENING SCRIPTS

## WORKBOOK PAGE 52

### A. HOW LONG?

1. I've had a headache since
2. They've been married for
3. He's owned a motorcycle since
4. She's been interested in astronomy for
5. I've had a cell phone since
6. We've known each other since
7. They've had a dog for
8. I've had problems with my upstairs neighbor for
9. She's been a computer programmer since
10. He's played in the school orchestra since
11. There have been mice in our attic for

## WORKBOOK PAGE 53

### B. WHAT'S THE QUESTION?

1. How long has, wanted to be an engineer
2. How long has, owned his own house
3. How long have, been married
4. How long have, been interested in photography
5. How long has, worn glasses
6. How long have, known how to snowboard
7. How long has, had a girlfriend
8. How long has, been a pizza shop in town

## WORKBOOK PAGE 55

### D. SINCE WHEN?

1. I'm  
I've been sick
2. has  
She's had
3. knows  
He's known
4. They're  
They've been
5. We're  
We've been
6. have  
I've had
7. It's  
It's been
8. plays  
She's
9. is  
He's been
10. I'm  
I've been

## WORKBOOK PAGE 56

### E. LISTENING

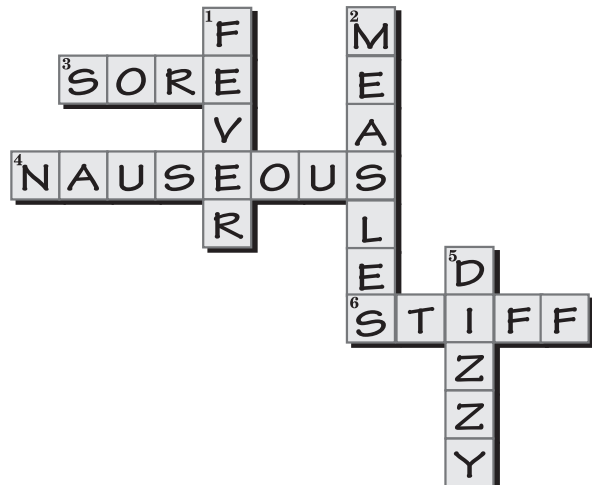
**Listen and choose the correct answer.**

1. Bob has been engaged since he got out of the army.
2. My sister Carol has been a professional musician since she finished music school.
3. Michael has been home since he fell and hurt himself last week.
4. My wife has gotten up early every morning since she started her new job.
5. Richard has eaten breakfast in the school cafeteria every morning since he started college.
6. Nancy and Tom have known each other for five and a half years.
7. My friend Charlie and I have played soccer every weekend since we were eight years old.
8. Patty has had short hair since she was a teenager.
9. Ron has owned his own business since he moved to Chicago nine years ago.
10. I've been interested in astronomy for the past eleven years.
11. I use my personal computer all the time. I've had it since I was in high school.
12. Alan has had problems with his house since he bought it fifteen years ago.

### Answers

- |      |       |
|------|-------|
| 1. b | 7. a  |
| 2. b | 8. b  |
| 3. a | 9. b  |
| 4. b | 10. a |
| 5. a | 11. b |
| 6. a | 12. a |

### F. CROSSWORD



## WORKBOOK PAGE 57

### G. SCRAMBLED SENTENCES

1. Julie has liked jazz since she was a teenager.
2. He's known how to play the piano since he was a little boy.
3. I've been interested in astronomy since I was young.
4. They've been engaged since they finished college.
5. He's been a chef since he graduated from cooking school.
6. She's wanted to be a teacher since she was eighteen years old.
7. They've owned their own business since they moved here a year ago.

## WORKBOOK PAGE 58

### I. THEN AND NOW

1. walk  
They've walked  
they  
walked
2. speaks  
He's spoken  
he spoke
3. is  
She's been  
she was
4. taught  
he teaches  
He's taught
5. has  
visited  
visited  
visit
6. has  
She's had  
had

## WORKBOOK PAGE 59

### J. LOOKING BACK

1. has Victor been  
He's been a musician, 1990
2. was he  
He was a photographer, 7 years
3. has Mrs. Sanchez taught  
She's taught science, 1995
4. did she teach  
She taught math, 9 years
5. did your grandparents have  
They had a cat, 11 years
6. have they had  
They've had a dog, 1998

7. has Betty worked  
She's worked at the bank, 2000
8. did she work  
She worked at the mall, 2 years
9. did your parents live  
They lived in New York, 20 years
10. have they lived  
They've lived in Miami, 2001

## WORKBOOK PAGE 61

### L. LISTENING

Listen and choose the correct answer.

1. A. Have you always been a salesperson?  
B. No. I've been a salesperson for the past four years. Before that, I was a cashier.
2. A. How long has your daughter been in medical school?  
B. She's been in medical school for the past two years.
3. A. Have your parents always lived in a house?  
B. No. They've lived in a house for the past ten years. Before that, they lived in an apartment.
4. A. How long have you wanted to be an actor?  
B. I've wanted to be an actor since I was in college. Before that, I wanted to be a musician.
5. A. Do you and your husband still exercise at your health club every day?  
B. No. We haven't done that for a year.
6. A. Has James been a bachelor all his life?  
B. No, he hasn't. He was married for ten years.
7. A. Has your sister Jane always wanted to be a writer?  
B. Yes, she has. She's wanted to be a writer all her life.
8. A. Have you ever broken your ankle?  
B. No. I've sprained it a few times, but I've never broken it.
9. A. Have you always liked classical music?  
B. No. I've liked classical music for the past few years. Before that, I liked rock music.
10. A. Has Billy had a sore throat for a long time?  
B. He's had a sore throat for the past two days. Before that, he had a fever.
11. A. Jennifer has been the store manager since last fall.  
B. What did she do before that?  
A. She was a salesperson.

12. A Have you always been interested in modern art?  
B. No. I've been interested in modern art since I moved to Paris a few years ago. Before that, I was only interested in sports.

**Answers**

- |      |       |
|------|-------|
| 1. b | 7. b  |
| 2. b | 8. a  |
| 3. a | 9. b  |
| 4. b | 10. b |
| 5. b | 11. b |
| 6. a | 12. a |



## FEATURE ARTICLE "24/7"—24 Hours a Day/ 7 Days a Week

### PREVIEWING THE ARTICLE

1. Have students talk about the title of the article and the accompanying photographs.
2. You may choose to introduce the following new vocabulary beforehand, or have students encounter it within the context of the article:

area  
child-care center  
communication  
computer company  
daytime  
do business  
factory worker  
fax  
firefighter  
in the past  
instant  
late-night  
local  
manufacturing company  
9 to 5  
night shift  
office worker  
photocopy center  
shift  
stay open  
switch  
24/7  
work schedule  
World Wide Web  
worldwide

### READING THE ARTICLE

1. Have students read silently, or follow along silently as the article is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of new vocabulary.

3. Check students' comprehension by asking the following questions:
  - Why are more and more companies operating "24/7"?
  - What percentage of employees work the evening and night shifts?
  - What kinds of jobs did traditional night-shift workers have?
  - Who are the new night-shift workers?
  - How have local businesses changed to serve these night-shift workers?
4. Have students discuss the questions in small groups or as a class.

**WORKBOOK** Page 61a Exercise A

### EXPANSION ACTIVITIES

#### 1. Dictate and Discuss ★★★

- a. Divide the class into pairs or small groups.
- b. Dictate sentences such as the following and then have students discuss them:
  - People work more now than they did twenty years ago.
  - Technology makes life easier.
  - The 24/7 work schedule is good for families.
  - Technology makes it possible for people to take longer vacations.
- c. Call on students to share their opinions with the rest of the class.

#### 2. The Longest List ★★★

- a. Divide the class into several teams. Have students brainstorm the types of businesses that operate twenty-four hours a day.
- b. Have the teams share their lists with the class. The team with the longest list wins.

#### 3. Advantages and Disadvantages ★★★

- a. Have students draw two columns on a piece of paper. At the top of one column, have students write Advantages. At the top of the other column, have them write Disadvantages.

(continued)

## EXPANSION ACTIVITIES (Continued)

- b. Name one late-night activity—for example: *late-night shopping at a supermarket, working the 11:00 to 7:00 shift, or late-night shopping on the Internet*. Have students brainstorm the advantages and disadvantages of doing this at night instead of during the day. Write students' ideas in the columns and have students copy the sentences on their papers. For example:

### Late-Night Shopping at a Supermarket

#### Advantages

There's no traffic, and there are no parking problems.

There's a short check-out lane because there are few shoppers.

#### Disadvantages

Tired drivers can make mistakes.

There are fewer employees to help customers.

## 4. Survey ★★★

Have students find out about their classmates' preferred schedules.

- a. Brainstorm with the class questions students can ask each other about their preferences. For example:
- When are you most active—in the morning or at night?
  - Do you like to stay up late at night?
  - When do you do your shopping?
  - When do you work?
- b. Have each student choose one question to ask and then conduct a survey by circulating around the room, asking the others that question.
- c. For homework, have students draw up the survey results in graph form (for example, a bar graph or pie chart). In class, have students share their graphs and report their results.

## 5. A Perfect Work Schedule ★★★

- a. For homework, have students answer the following:
- In your opinion, what is a perfect work schedule? Why?
- b. Have students share their writing in pairs.



## AROUND THE WORLD Unique Jobs

1. Have students read silently or follow along silently as the text is read aloud by you, by one or more students, or on the audio program.
2. Check understanding of the words *coffee plantation worker, dog day-care worker, exist, reindeer herder, safari guide, subway pusher, tulip farmer, unique*.
3. Bring a map to class and point out the locations referred to in the photographs.
4. Have students first work in pairs or small groups, responding to the question. Then have students tell the class what they talked about. Write any new vocabulary on the board.

## EXPANSION ACTIVITIES

### 1. Ranking ★★

- a. Ask students: "Which of these jobs would you like to have?"
- b. Have students rank these jobs from the *most interesting to the least interesting*.
- c. As a class, in pairs, or in small groups, have students compare their lists.

### 2. Unique Local Jobs ★★

- a. Divide the class into groups. Call out a city, town, or region in your area and have students brainstorm unique jobs that can be done only in that location.
- b. Have the teams share their lists with the class.



## INTERVIEW

1. Have students read silently, or follow along silently as the interview is read aloud by you, by one or more students, or on the audio program.

2. Ask students if they have any questions. Check understanding of the words *asleep, awake, day shift, forever, normally, notes, put to bed*.
3. Check students' comprehension by asking the following questions:

What is Mrs. Souza's work schedule?  
 What is Mr. Souza's work schedule?  
 Who helps them with the children?  
 Do their children go to school yet?  
 When do Mr. and Mrs. Souza usually see each other?  
 How do Mr. and Mrs. Souza communicate during the week?  
 What does Mr. Souza hope for in the future?

**WORKBOOK** Page 61b Exercises C, D

## EXPANSION ACTIVITIES

### 1. The Kids' Schedule ★★

The interview describes the mother's and father's day. Have students read the interview again and write out a typical day for the Souza children.

### 2. Advantages and Disadvantages ★★★

- a. Have students draw two columns on a piece of paper. At the top of one column, have students write Advantages. At the top of the other column, have them write Disadvantages.
- b. Have students brainstorm the advantages and disadvantages of the Souzas' work schedules. Write students' ideas in the columns and have students copy the sentences on their papers. For example:

#### Advantages

They don't have to spend money on child care.  
 The grandmother is able to spend time with her grandchildren.

#### Disadvantages

Mr. and Mrs. Souza don't get to see each other.  
 It's difficult for the parents because they never have time off to relax.

## 3. Student Interviews ★★★

- a. If possible, have students conduct an interview with parents of young children they know. Have students brainstorm the kinds of questions they want to ask.
- b. Have students report their findings to the class and write up a report for homework.



## FACT FILE *Vacation Time in Different Countries*

1. Before reading the Fact File, show the class a world map. Have students identify the locations of the following place names:

Australia	Japan
Denmark	Sweden
Germany	the United States

2. Have students rank the countries according to which ones they think would have the longest vacations. Write students' ideas on the board. Then have students read the table on text page 67 to check their predictions.
3. Read the table aloud as the class follows along. Ask students: "Is this list different from your list? How is your list different?"

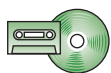
**WORKBOOK** Page 61a Exercise B

## EXPANSION ACTIVITY

### Student Investigation ★★★

1. Have students conduct interviews with people from the previous generation. Have students ask:
  - How much vacation time did you get thirty years ago?
  - Do you think people today get more or less vacation time?
  - How is vacation time different now?
2. Have students compare their notes. Ask: "Are people now getting more vacation time or less vacation time than in the past? How was vacation time different thirty years ago?"





## LISTENING Office Voice Mail

1. Check understanding of the expression *voice mail*.
2. Set the scene: "Sam works for Ms. Rivera. These are phone messages they left for each other."

### LISTENING SCRIPT

Listen to the voice-mail messages between Gloria Rivera and her office assistant, Sam. Has Sam done the things on Ms. Rivera's list? Check **Yes** or **No**.

You have one message. Tuesday, 8:15 A.M.

Hello, Sam? This is Ms. Rivera. I'll be out of the office all day today. I'm not feeling well. Here's a list of things you'll need to do while I'm not here. First, please write a note to Mrs. Wilson and tell her I'm sick. Then, please call Mr. Chen and change the time of our appointment. Also, send an e-mail to everybody in the office, and tell them about next week's meeting. Don't forget to speak to the custodian about my broken desk lamp. I hope he can fix it. Hmm. Let's see. I know there are a few more things. Oh, yes. Please make a list of all the employees and give it to Ms. Baxter. She asked me for the list last week. Okay, Sam. I think that's everything. Oh . . . one more thing. Please take the package on my desk to the post office if you have time. And that's it. Thanks, Sam. I'll see you tomorrow morning.

You have reached the voice mailbox of Gloria Rivera. Please leave a message after the tone.

Ms. Rivera? This is Sam. I'm sorry you aren't feeling well. I hope you feel better tomorrow. I'm calling to tell you what I've done today, and what I haven't done yet. It's been very busy here, so I haven't had time to do everything. I wrote a note to Mrs. Wilson. I called Mr. Chen and changed the time of your appointment. I also sent the e-mail about next week's meeting. I haven't spoken to the custodian. He's been sick all week. I made a list of all the employees, but I haven't given it to Ms. Baxter yet. I'll give it to her early tomorrow morning. Finally, I haven't taken the package to the post office yet. I haven't had time. I'm going to take it to the post office on my way home.

Again, I hope you're feeling better. I'll see you in the morning.

### Answers

	Yes	No
1.	✓	—
2.	✓	—
3.	✓	—
4.	—	✓
5.	✓	—
6.	—	✓
7.	—	✓



### FUN WITH IDIOMS

a couch potato  
a real ham  
a real peach  
a smart cookie  
chicken  
the top banana

### INTRODUCTION AND PRACTICE

For each idiom, do the following:

1. Have students look at the illustration.
2. Present the idiom. Say the expression and have the class repeat it chorally and individually. Check students' pronunciation of the words.

### DO YOU KNOW THESE EXPRESSIONS?

Have students match the expressions with their meanings.

### Answers

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

**WORKBOOK** Page 61c Exercises E, F, G

## EXPANSION ACTIVITIES

### 1. Line Prompts ★★

Call out one of the following line prompts and have students respond appropriately with “yes” and one of the idioms.

Is she an important person in the company.  
(Yes. *She's the top banana.*)

Is he funny all the time?  
(Yes. *He's a real ham.*)

Do you like your new co-worker?  
(Yes. *She's a real peach.*)

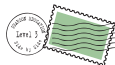
Is he really lazy?  
(Yes. *He's a couch potato.*)

Is she as intelligent as she looks?  
(Yes. *She's a smart cookie.*)

Is he always afraid to try new things?  
(Yes. *He's chicken.*)

### 2. Idiom Challenge! ★★★

- Divide the class into pairs.
- Have each pair create a conversation in which they use as many of the idioms from text page 67 as they can.
- Have the pairs present their conversations to the class. Which pair used the most idioms?



## WE'VE GOT MAIL!

### THE LETTER TO SIDE BY SIDE

- Have students read silently, or follow along silently as the letter is read aloud by you, by one or more students, or on the audio program.
- Ask students if they have any questions. Check understanding of the words *confused*, *past participle*, *perfectly*.
- Check students' comprehension by having them decide whether these statements are true or false:

The writers are confused about the tense in the sentence “I have driven.” (True)

The students have a similar tense in their own languages. (False)  
The students don't know when to use the present perfect tense. (True)  
The students think that past participles are easy to learn. (False)  
The students don't understand why there are so many new verb forms in the present perfect. (True)

#### 4. Ask students:

Did you ever have this question?  
Do you have a tense similar to the present perfect in your language?  
Can you explain how the present perfect is different from the present tense? How is it different from the past tense?

### THE RESPONSE FROM SIDE BY SIDE

- Have students read silently, or follow along silently as the letter is read aloud by you, by one or more students, or on the audio program.
- Ask students if they have any questions. Check understanding of the words *exact*, *learner*.
- Check students' comprehension by having them decide whether these statements are true or false:

People use the present perfect tense to talk about things that happened at a specific point in the past. (False)  
It's correct to say in English “I have seen you yesterday morning.” (False)  
People use the present perfect to talk about things that happened several times in the past. (True)  
It's correct to say in English “He's visited Tokyo three times.” (True)  
People use the present perfect to talk about things that began in the past and continue until now. (True)  
It's correct to say in English “I worked here for the last two years.” (False)

### WORKBOOK Pages 61c–d Exercise H

## EXPANSION ACTIVITY

### What's Wrong? ★★★

1. Divide the class into pairs or small groups.
2. Write several sentences such as the following on the board or on a handout. Some of the sentences should be correct, and others incorrect. For example:

I live here since 2001.  
You've been here since last Sunday.  
We tried that recipe last weekend.  
She's never saw a rainbow.  
He's read that book.  
I've already gave you a key.  
I drove a taxi for three years, and I still do.  
She knows us since 2000.  
They've went to Paris five times.  
He teaches history for several years.
3. The object of the activity is for students to identify which sentences are incorrect and then correct them. For each incorrect statement, have students identify which rule on text page 68 it breaks.
4. Have students compare their answers.

*Variation:* Do the activity as a game with competing teams. The team that successfully completes the task in the shortest time is the winner.

### 4. Options for additional practice:

- Have students write a response to Alex32 and share their writing in pairs
- Have students correspond with a keypal on the Internet and then share their experience with the class.



## WHAT ARE THEY SAYING?

### FOCUS

- Accomplishing Tasks

Have students talk about the people and the situation, and then create role plays based on the scene. Students may refer back to previous lessons as a resource, but they should not simply reuse specific conversations.

*Note:* You may want to assign this exercise as written homework, having students prepare their role plays, practice them the next day with other students, and then present them to the class.

**WORKBOOK** Page 61d Exercise I



## GLOBAL EXCHANGE

1. Set the scene: "Alex32 is writing to a keypal."
2. Have students read silently or follow along silently as the message is read aloud by you, by one or more students, or on the audio program.
3. Ask students if they have any questions. Check understanding of the expression *in a while*.

# WORKBOOK ANSWER KEY

## WORKBOOK PAGE 61a

### A. "24/7"

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

### B. FACT FILE

1. a
2. c

## WORKBOOK PAGE 61b

### C. INTERVIEW

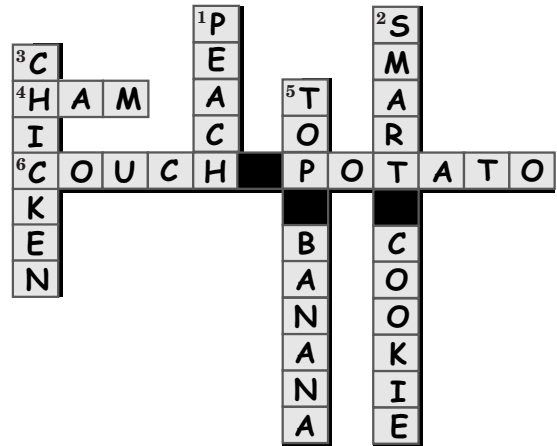
1. c
2. a
3. b
4. c
5. d
6. b
7. c
8. d

## WORKBOOK PAGES 61c-d

### E. FUN WITH IDIOMS What's the Expression?

1. chicken
2. a couch potato
3. a real ham
4. the top banana
5. a real peach
6. a smart cookie

### F. FUN WITH IDIOMS Crossword



### H. WE'VE GOT MAIL!

1. c
2. d
3. b
4. d
5. c
6. a
7. b
8. a
9. d
10. c
11. a
12. b

### I. "CAN-DO" REVIEW

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