

中等职业学校文化课教学用书

# English for Work and Life

## 实景职业英语 2

教师用书

- Edward J. McBride
- Amy Lawler
- 《实景职业英语》改编组



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Downtown 2: English for Work and Life Teacher's Edition

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## 致 教 师

职业教育强调学生对所学知识和技能的实际应用, 职业英语教学也应注重如何提高学生的综合语言应用能力。《实景职业英语》系列教材以提高学生英语应用能力为目标, 教学内容紧密联系学生的实际生活和将来的工作, 将真实的生活与职业场景融为一体, 注重对学生实际应用能力的培养, 为中等职业学校英语教学提供了新的模式。

为了在教学中充分体现这套教材的特色, 我们建议您在教学中注意以下几点。

### 1. 以学生为中心

本套教材的编写贯彻“以学生为中心”的教学理念, 旨在在教学活动中鼓励学生主动参与, 使学生成为学习的主体。这就需要教师转变教学理念, 从“以教师为中心”转变为“以学生为中心”, 在教学中逐步减少TTT (Teacher Talk Time), 积极调动学生的参与意识, 为学生提供一个轻松、有趣的学习氛围。

### 2. 培养自主学习能力

教材在提高学生英语实际应用能力的同时, 也注重对学生自主学习能力的培养。每单元开篇的学习目标 (Goals), 单元中的家庭作业 (Homework)、网上冲浪 (Internet Idea), 单元末的学习效果自测表 (I can ...), 等环节旨在引导学生学会学习。教师在教学中不应忽略这些教学环节, 要注意引导学生学会自我管理, 找到适合自己的学习策略和方法, 提高自主学习的能力。此外, 在教学中要注意激活学生原有的知识, 不断增强学生学习的自信心与成就感。

### 3. 注重分层教学

中职学生入学时的英语基础参差不齐, 学习能力存在着较大的差异。本系列教材在教学中, 教师可以根据学生的具体情况有针对性地增减和调整教材中的教学内容, 使学生能学一点, 会一点, 用一点, 真正提高英语应用能力。

《实景职业英语》系列教材由中央广播电视大学的刘黛琳教授担任总主编, 第二册由大连教育学院职业学校教师教育中心于红、浙江越秀外国语学院娄华水负责分册改编, 大连女子职业中专回贮娇、绍兴中等专业学校於芳、中央广播电视大学常凤艳参加了改编工作。高等教育出版社的编辑在本系列教材的改编过程中做了大量工作, 谨在此一并表示感谢。

改编者  
2008年6月

# To the Teacher

Attempting to learn a new language can often be challenging and even frustrating. But learning English should also be fun. That's the idea I was given by the wonderful administrator who hired me twelve years ago to teach my first ESL class. She took me aside as I was about to walk nervously into class for the first time. "Make your students comfortable," she said. "Make the class fun. And teach them what they really need to know."

Twelve years of teaching and about ten thousand students later, these simple, yet essential, ideas have become guiding pedagogical principles for me. In each of my classes, I have striven to teach students what they need to know, in a way that is both comfortable and enjoyable. Ultimately, that's the philosophy behind this book, too. The simplicity of the layout of each page, along with the logical, slow-paced progression of the material makes it a comfortable text for both teachers and students to use. This book included a wide variety of activities, as well as playful features like "Game Time" and a chapter-concluding cartoon, to make this book an enjoyable text to use. And, by developing the text with a focus on standards-based competencies, this book sought to teach students the information they most need to know.

This two-level, competency-based series is built around the language skills students need to function in both their everyday lives and in the workplace, while giving a good deal of attention to grammar. It is a general ESL text that pays more attention to work-related language needs than is typical. The goal of the text is to facilitate student-centered learning in order to lead students to real communicative competence.

The first page of each chapter of this book presents an overview of the material of the chapter in context, using a picture-dictionary format. This is followed by three lessons, with the third lesson focusing on work-related English. Many of the structures and key concepts are recycled throughout the lessons, with the goal of maximizing student practice. Each lesson is carefully scaffolded to progress from guided practice to more communicative activities in which students begin to take more control of their own learning.

Each chapter concludes with a Chapter Review, which provides material that practices and synthesizes the skills that students have been introduced to in the previous three lessons. The review culminates in a "Teamwork Task" activity. This activity gives students the opportunity to work together to apply the skills they have learned to complete a real world type of task. At the end of each chapter you will find a comic cartoon—a humorous, serial-style cartoon, which invites students to practice the vocabulary and grammar presented in the chapter.

Each chapter presents a variety of activities that practice grammar, as well as reading, writing, listening, and speaking skills. Problem-solving activities are also included in many lessons, and are particularly emphasized at the higher levels.

The material in this book is presented in real-life contexts. Students are introduced to vocabulary, grammar, and real-world skills through the

interactions of a cast of realistic, multiethnic characters who function as parents, workers, and community members in real life.

My intention in developing this book was to provide an easy-to-use text, brimming with essential and enjoyable language learning material. We hope this book succeeds in this and that it helps to cultivate an effective and motivating learning atmosphere in your classroom. Ancillary material includes Teacher's Editions, workbooks, audio cassettes and an ExamView Pro assessment CD-Rom containing a customizable test bank for each level.

## ***Downtown Teaching Tips***

### **Chapter Openers**

Each new chapter of this book begins with a large picture-dictionary style scene and a word list of important vocabulary words that will be practiced in the chapter. The vocabulary items are numbered in the scene so that students can easily match each word with the item or action shown.

There are many different ways to use these word lists and scenes in the classroom. Here are just a few of them:

- **Check to see what students already know:** Ask students to cover the word lists and identify the numbered items in the scene.
- **Listen and point:** Have students listen to the audio and point to the items in the scene. Students may also repeat the words for pronunciation practice.
- **Quiz students:** Ask students to point to the items in the picture as the teacher calls out the words. Have students quiz each other in pairs.
- **Spelling practice:** Have students work in pairs. One student reads a word aloud (with book open) and the other student spells it (with book closed).
- **Ask questions:** Ask students questions about the words and the scene; for example, "Do you like \_\_\_\_? Do you have \_\_\_\_?" or, "What is happening in this scene?"
- **Encourage discussion:** Discuss the chapter theme using the new vocabulary. Ask students to predict what they will learn about in the upcoming chapter.
- **Extend the vocabulary:** Elicit from students words that are not included in the word list or the scene, but are related.
- **Play Bingo:** Have students write down any five new words. Call out words from the word list at random. Students who have the word on their lists check it off. The first student to check off every word wins.

For additional vocabulary practice, the ***Downtown*** chapter themes have been correlated to pages in ***The Heinle Picture Dictionary***.



## Lessons

## Competencies

## Grammar

## Chapter

## Daily Activities

Lesson 1:  
What's She Doing?  
Page 4

- Identify household chores
- Discuss frequency of activities
- Use common "make" and "do" expressions
- Ask and answer questions about household chores

- Idioms: *make vs. do*
- Frequency words - word order

Lesson 2:  
Jessica's  
Neighborhood  
Page 8

- Read and understand a map
- Understand compass point directions
- Ask for and give directions
- Distinguish between current and habitual actions
- Interpret postal rates and services

- Simple present: habitual actions
- Verb tense review: present
- *Simple vs. present continuous*
- *Can*: ability
- *Could*: possibility; probability

Lesson 3:  
What Do You Do  
at Work?  
Job: Mail Carrier  
Page 13

- Interpret a postal delivery schedule
- Correlate weight to cost using ounces / pounds
- Identify common work activities

Chapter Review  
"Jessica's New  
Neighborhood"  
Page 18

- Write about your neighborhood
- Interview people about their jobs
- Talk about your "commute"

- Simple present: scheduled activities
- Non-action verbs

## Food

Lesson 1:  
Thanksgiving Dinner  
Page 24

- Identify places in the kitchen
- Identify common Thanksgiving foods
- Distinguish between count and noncount nouns
- Contrast general and specific nouns
- Identify common beverages

- Nouns: count/noncount
- Quantifiers: *much / many / a lot / a little / a few / some / any*

Lesson 2:  
What Do We Need  
from the Market?  
Page 28

- Talk about future plans
- Plan and write a shopping list
- Read and understand ads and coupons
- Interpret food labels

- *A / an or some*
- Verbs with infinitives
- *Going to*: future plans

Lesson 3:  
What Would You Like?  
Job: Waitress  
Page 33

- Give and take restaurant orders

- *Like vs. would like*
- *Like* + gerund or infinitive
- *Would like* + infinitive

Chapter Review  
"Delicious!"  
Page 37

- Compare foods from different countries
- Work together to plan a party

## The Past

Lesson 1: How Was  
Your Day?  
Page 44

- Talk about past events
- Use common regular verbs in the past tense
- Ask and answer questions about past events

- Simple past: regular verbs
- Past time expressions

Lesson 2: Yesterday  
Page 48

- Memorize and use common irregular verbs in past tense
- Describe common recreational activities
- Describe a sequence of past events

- Simple past: irregular verbs
- *Simple present vs. simple past*
- Past tense questions

Lesson 3: What Did  
You Do on That Job?  
Job: Store Manager  
Page 52

- Talk about past job duties
- Interpret a time line
- Create a personal and professional time line

- *Ago* with simple past

Chapter Review  
"Jessica's Interesting  
Day"  
Page 57

- Write about your day
- Create a team story



## Lessons

## Competencies

## Grammar

**Free Time**

Lesson 1: How Was Your Vacation?  
Page 64

- Identify common American holidays
- Ask and answer questions about free time activities
- Offer, decline, and accept invitations

- Go + gerunds
- Combine sentences with *and* or *but*
- Past tense: short answers

Lesson 2: How Was the Weather?  
Page 68

- Write about a past vacation
- Talk about the weather
- Interpret a weather map

- Be past for weather
- Non-referential subject: *it*
- Short answers: *did* vs. *was* / *were*
- Past tense: negative

Lesson 3: I Work at a Travel Agency  
Job: Travel Agent Assistant  
Page 73

- Read and interpret travel ads
- Interpret transportation schedules
- Read and interpret a bar graph
- Create a bar graph

- Simple present for scheduled future events

Chapter Review: "Vacations"  
Page 77

- Work with a team to plan a vacation

**Shopping**

Lesson 1: Where Can I Find the Pots and Pans?  
Page 84

- Identify departments in a department store
- Ask for and give locations
- Read and interpret a bar graph
- Create a bar graph

- Will / won't: future predictions

Lesson 2: I Might Buy Earrings  
Page 88

- Write a story in the future tense
- Make predictions using *will* or *won't*
- Talk about future possibilities
- Use superlatives to rank people / things

- Might / may: future possibility
- Will: contractions
- Will with *probably*
- Comparative adjectives: review
- Superlative adjectives

Lesson 3: Customer Service  
Job: Sales Clerk  
Page 92

- Describe product defects
- Return or exchange an item
- Compare ads

Chapter Review: "Shopping Day"  
Page 97

- Compute discounts using percentages
- Understand and fill out a credit card application

**Health and Safety**

Lesson 1: What's the Problem?  
Page 104

- Describe medical problems
- Identify parts of the face and body
- Describe common medical treatments

- Be vs. do questions: review

Lesson 2: Safety Rules  
Page 108

- Understand common safety signs
- Give and respond to safety warnings

- Must / must not / have to / not have to

Lesson 3: Emergencies  
Job: Nurse  
Page 112

- Fill out an accident report
- Talk about medical history
- Fill out a medical history form
- Read and interpret prescription labels

- Past continuous: introduction
- Past continuous with *while*

Chapter Review: "The Earthquake"  
Page 117

- Call in late for work
- Discuss common safety procedures



**On the Job**

Lesson 1: Need Any Help?  
Page 124

- Ask for and offer help
- Accept and decline help
- Describe steps in a process

- *Can / can't*: ability
- Object pronouns after prepositions
- *Will*: offers to help
- Reflexive pronouns
- Indefinite pronouns: *someone / somebody, anyone / anybody, everyone / everybody, no one / nobody*

Lesson 2: Can We Talk?  
Page 128

- Request a schedule change
- Read and interpret performance evaluations

- Possessive pronouns
- *May / can*: permission
- *Will*: promises

Lesson 3: The Office Job: Office Assistant  
Page 132

- Give and take phone messages
- Ask for a favor
- Read and interpret a check stub

- *Would*: requests
- Adverbial clauses with *so* and *because*
- Phrasal verbs

Chapter Review:  
"Can We Talk?"  
Page 137

- Give and respond to criticism

**A Better Job**

Lesson 1: Skills and Abilities  
Page 144

- Talk about past jobs and job duties
- Describe skills and abilities
- Interpret "Help Wanted" ads

- Short answers: review
- *(be) able to*

Lesson 2: Job Applications  
Page 148

- Understand and fill out a job application form

- *Simple past vs. past continuous* review
- *When vs. while*
- Questions: review

Lesson 3: The Interview  
Job: Personnel Manager  
Page 152

- Describe personal strengths / qualities
- Identify appropriate and inappropriate non-verbal behavior
- Discuss salary, benefits and working conditions

- Adjectives describing personality

Chapter Review:  
"Thinking Ahead"  
Page 157

- Ask and answer common job interview questions

**Grammar Check Charts**

Page 162

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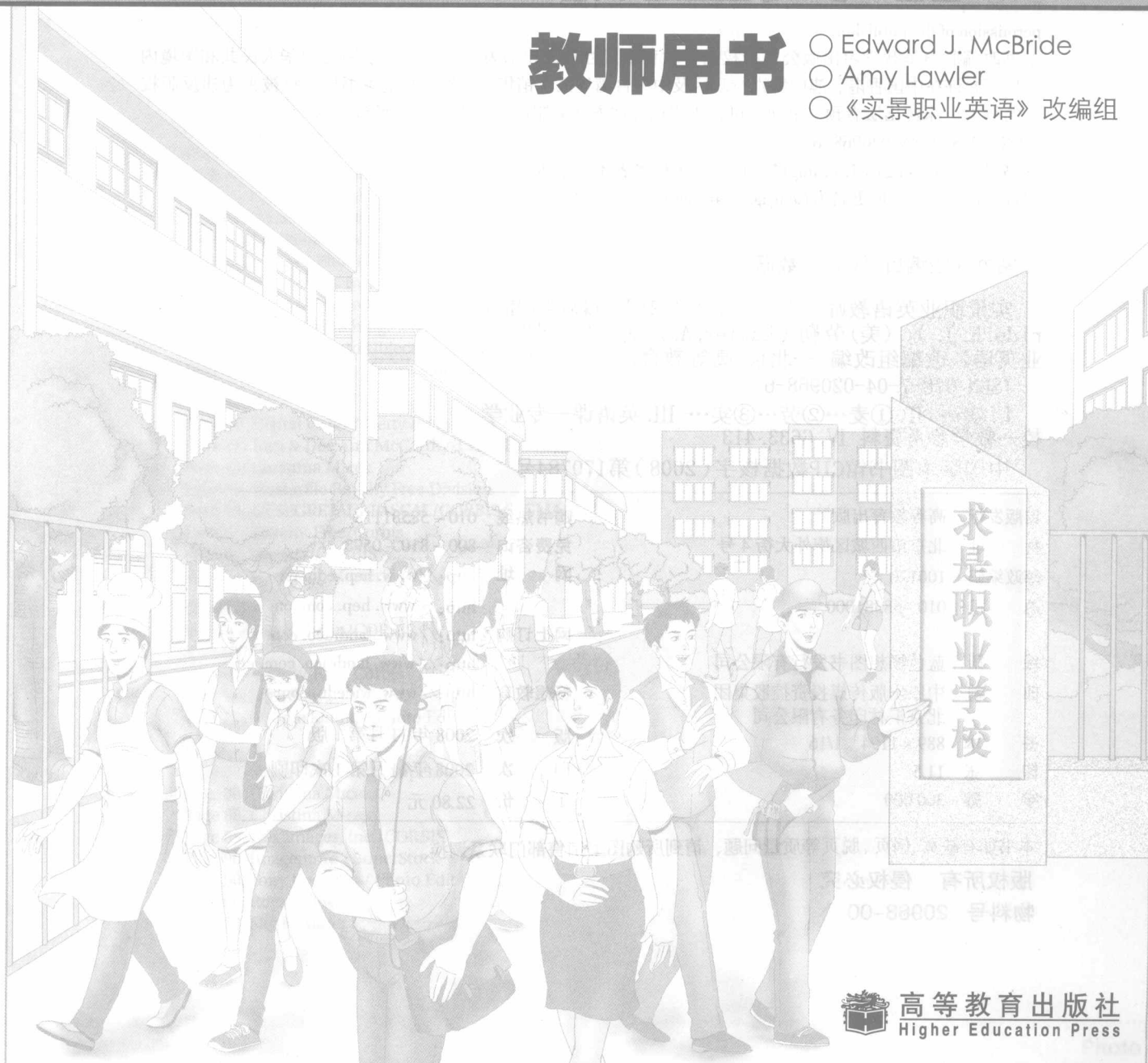
# DOWNTOWN

## English for Work and Life

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# Daily Activities

Discuss the chapter title: *Daily Activities*. Explain that daily activities include household chores, errands, and work tasks. Forms of exercise and leisure can also be considered daily activities.

## Goals

Remind students that a goal is a purpose or aim. Review the chapter goals listed on this page. Point to the first goal. Ask students what chores (small jobs) they do around the house. Ask how often they do the chore(s): *every day? once a week? twice a month?* For the goal about map reading, ask if students know how to read a map: *Have you ever used a map? When? How often do you use a map?* Point to the last goal. Ask: *Do you commute to work or school?*

Assess which goals students may have trouble with and plan your lessons accordingly.

## Pre-reading suggestion

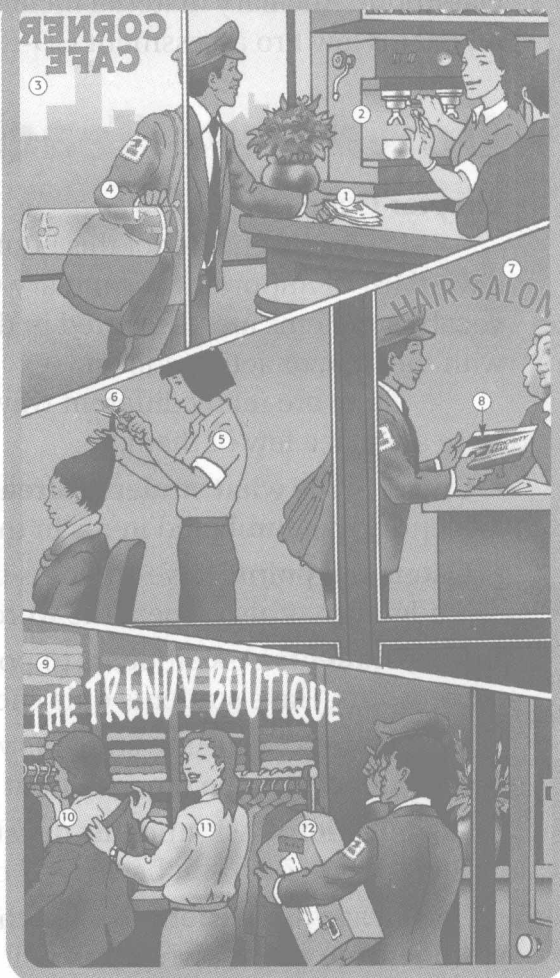
- Before students read the text on page 3, have them look at the pictures on pages 2 and 3 and call out any familiar words, phrases, or activities (such as *making a bed, coffee, and mail carrier*). Have students cover the word list on page 3 and name as many numbered objects as possible in the pictures.
- Ask about students' daily activities using *wh-* questions and language, such as: *Who does laundry at your house? Who drinks tea in this class? When do you drink tea? Where do you go every day? What do you do there? Who do you study with?*



# Daily Activities

## GOALS

- ✓ Identify household chores
- ✓ Talk about frequency of activities
- ✓ Use *make* and *do* expressions
- ✓ Read a map
- ✓ Use *can* and *could* for possibility
- ✓ Distinguish between current and habitual actions
- ✓ Understand a postal delivery schedule
- ✓ Understand postal rates and services
- ✓ Talk about your commute



2



- 1 Read** Read the story. Match the numbers in the pictures to the words in the box.

### Chores and Duties

Jessica doesn't pay rent at her aunt and uncle's house, but she does help them do their household chores. She cooks dinner three nights a week. She washes dishes on days when she doesn't cook. She does some of the laundry and waters the garden occasionally. She pays some of the bills. And of course she makes her bed every morning.

Several of Jessica's friends and classmates work in her neighborhood. Her friend, Tania, is a salesperson in a small clothing store. Her friend, Vida, is a hairstylist. And Cindy works in a café. She makes coffee for eight hours a day. And she drinks a lot of coffee, too!

### Listen

- 16 cooking
- 4 delivering mail
- 18 washing dishes
- 6 cutting hair
- 17 doing laundry
- 14 making a bed
- 13 paying bills
- 15 watering the garden
- 3 a café
- 7 a hair salon
- 9 a clothing store
- 5 a hairstylist
- 11 a salesperson
- 10 a customer
- 1 letters
- 12 a package
- 8 priority mail
- 2 making coffee



3

### 1 Read: Chores and Duties

- Introduce students to a new reading strategy: have them close their books and just listen as you read. Then have them open their books and follow along as you read the same text again. Finally, call on different students to read the sentences out loud.



### Listen

- Play the audio or read the list of vocabulary items out loud.
- Have students do the matching activity in pairs. Go over the answers as a class. Check for understanding of all vocabulary words. Ask about activities related to the vocabulary items: *Do you know where the post office is? Where do you get your hair cut? What are some other chores you do?* (Some other chores include, vacuuming, washing your car, sweeping and mopping the floor.)
- As a follow-up, dictate some of the sentences in the reading that contain new vocabulary. Have students close their books and write the sentences they hear on a clean sheet of paper.

### Suggestion

For additional related vocabulary and practice, see *The Heinle Picture Dictionary*: pages 78–79, Household Chores; pages 34–35, Daily Activities; pages 18–19, Classroom; pages 122–123, Road Trip; pages 212–213, Camping; pages 52–53, Post Office; pages 146–149, Jobs; pages 64–65, Finding a Place to Live.





## What's She Doing?

## 1 Listen and Say It

Read each line of the conversation out loud, and ask students to repeat after you. Remind students of the proper intonation for questions.

## Expansion

The Listen and Say It activities are substitution activities with art as cues. You can always provide more prompts so that students get more practice. For example, bring in pictures of people making coffee, reading the newspaper, or watching TV.

## ✓ GRAMMAR CHECK

- Emphasize to students that *how often* is an important question phrase that asks the number of times, or how **frequently**, something happens. Make sure students understand *often* and *frequently*.
- Point out that only the words *once* and *twice* replace the time expressions *one time* and *two times*. After that, we say *three times*, *four times*, and so on.

## 2 Write

This activity personalizes the grammar lesson. Have students take turns asking and answering the questions with a partner. After students have had a chance to practice all of the questions with a partner, ask different students questions not in the book: *How often do you go shopping?* *How often do you go to class?* *How often do you drink coffee?*



## What's She Doing?

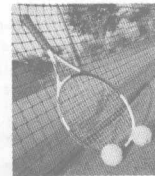
## 1 Listen and Say It Practice the conversation with a partner.



every morning

- A: What is she doing?  
 B: She is making the bed.  
 A: How often does she make the bed?  
 B: She makes the bed every morning.

Practice the conversation again. Use the pictures below.

1. once a month /  
clean the window2. twice a week /  
cook3. every weekend /  
play tennis

## GRAMMAR CHECK

## How often questions and answers

*once* = one time

*twice* = two times

Put frequency time expressions at the end of the sentence:

How often do you go to the library?

I go to the library **twice a week**.

How often do you call your mother?

I call her **every day**.

## 2 Write Answer the questions with true information about you.

- How often do you cook dinner? *Answers will vary.*
- How often do you wash your windows? \_\_\_\_\_
- How often do you have your hair cut? \_\_\_\_\_
- How often do you do your laundry? \_\_\_\_\_
- How often do you clean your room? \_\_\_\_\_

## 3 Group Practice Work in groups of four or five. Ask your group members how often they do household chores. Start with the chores in Activity 2. Then ask about other chores, duties, or activities.

## 3 Group Practice

## Suggestion

*How often do you clean your kitchen floor?*

*How often do you wash dishes?*

**Word Help: make vs. do**

There are many expressions that use *make* or *do*, but only one of these verbs is correct in each expression.

We say **make the beds**, not **do the beds**.

We say **do the dishes**, not **make the dishes**.

**4 Write** Write *make* or *do* with each of the expressions below.

- |                            |                             |
|----------------------------|-----------------------------|
| 1. <u>do</u> the laundry   | 6. <u>do</u> exercises      |
| 2. <u>make</u> breakfast   | 7. <u>do</u> the housework  |
| 3. <u>do</u> the shopping  | 8. <u>make</u> a phone call |
| 4. <u>do</u> your homework | 9. <u>make</u> the beds     |
| 5. <u>make</u> a cake      | 10. <u>do</u> the dishes    |

**5 Listen** Listen to the conversation. Correct any mistakes in Activity 4.**6 Say It** Practice the conversation with a partner.

my mother

A: Who usually does the dishes in your home?

B: My mother usually does the dishes in my home.  
How about in your home?

A: \_\_\_\_\_ usually do/does the dishes in my home.

Practice the conversation again. Use the pictures below.



1. my mother /  
do the laundry



2. my grandmother /  
make a cake



3. my parents /  
do the shopping

**Word Help: make vs. do**

- As a class, brainstorm more *make* and *do* expressions related to chores, such as *do the laundry*, *make a repair*, *do the cooking*, or *make a list*.
- There are many other slang and informal expressions using these verbs that students may know, such as *make do*, *make a big deal*, and *do without*.

**4 Write****Expansion**

For further practice, have students write a full sentence with each phrase and use a frequency time expression (*I make breakfast once a week*).

**5 Listen**

See the audio script at the bottom of this page.

- Every phrase in Activity 4 is included in the conversation; however, the order of the phrases is different.
- Students may have to listen several times to check all their answers.

**6 Say It**

For more practice, give students additional substitution suggestions, such as *does the housework / my mother*; *makes breakfast / my father*; *makes money / my parents*.

**Audio Script**

**Listen** Listen to Ann talking with her friend. Correct any mistakes in Activity 4.

A: Do you have a lot to do today?

B: Of course. I have a lot to do every Saturday.

A: What do you do every Saturday?

B: Well, first, I make breakfast. Then I do the shopping. Then I start to do the housework. I make the beds and do the dishes, and at the same time I do the laundry, and sometimes make a phone call or two. In the afternoon I go to the gym for an hour to do some exercises, then I take a shower. Then I make a decision about what I'm going to make for dinner. Then I cook

the food and feed the kids. Sometimes I make a cake for dessert. After dinner I try to help my children do their homework.

A: You are busy! What about your husband? What does he do all day Saturday?

B: He goes to work and makes money!

A: Oh, well, that's important, too!

## GRAMMAR CHECK

### Frequency words

- Copy the continuum onto the board. Make sure students understand percentages (100 percent = *all the time, always*; 0 percent = *never*).
- Ask questions using common verbs, and write the answers on the board: *How often do you go to the movies alone? I sometimes go to the movies alone. Mary rarely goes to the movies. How often do you take the bus to school? Robert usually takes the bus to school.* Point out that frequency words go before most verbs.
- Ask questions with *be*, such as: *Are you always on time for class? Are you usually at home on Saturdays? Is the bus sometimes late?* Write the answers on the board and point out that frequency words come after *be*.
- Write a sentence on the board and circle the frequency word: *I always go to my English class.* Point out that frequency words are positioned before most verbs in a sentence. Contrast this concept with the placement of frequency time expressions, which go *after* the verb. Write *I go to the bookstore once a week.* Circle *once a week*.

### 7 Write Expansion

Have students write a paragraph entitled "My Activities," based on their answers for this activity.

### 8 Pair Practice

Provide help as needed. Have students invent their own questions.

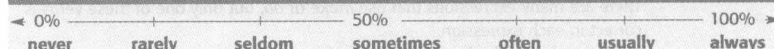
### 9 Write

#### Expansion

Have students write a paragraph about their partner, including an introductory and concluding sentence. Then have the partners exchange papers and comment on each other's impressions.

## GRAMMAR CHECK

### Frequency words



We use frequency words *before* most verbs in a sentence:  
*I always wash the dishes.*

With the verb *to be*, we use frequency words *after* the verb:  
*I am always asleep by 10:00.*

### 7 Write

Complete the sentence with a frequency word that makes the sentence true for you. Answers will vary.

- I \_\_\_\_\_ do the dishes in my home.
- I \_\_\_\_\_ make dinner for myself or my family.
- I \_\_\_\_\_ make my own bed.
- I \_\_\_\_\_ clean the bathroom in my home.
- I \_\_\_\_\_ do the grocery shopping for myself or my family.
- I \_\_\_\_\_ do exercises.
- I \_\_\_\_\_ help my mother with the housework after dinner.
- I am \_\_\_\_\_ late for class.

### 8 Pair Practice

Work with a partner. Ask your partner *How often* questions about the chores in Activity 7.

**Example:** How often do you wash the dishes in your home?

### 9 Write

Write five sentences about your partner using frequency words.

Answers will vary.

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**Note:** Housework or household chores are any activities that have to be done regularly in a home. They include cooking, cleaning, taking care of children or pets, paying bills, making small repairs, or any other activities that are necessary to maintain a home.

## 6 Chapter 1 Daily Activities

### Note

Point out that some Americans give their children an *allowance* (a small amount of money per week or month) for doing assigned household chores. Does that occur in China? Encourage students to discuss what a child's responsibilities include at home.

- 10 Group Practice** Work in a large group or with the whole class. First write *How often* questions for the statements below. Then ask other students the questions. If a student answers with the same frequency word as below, write his or her name on the line.

Find someone who ...

STATEMENT	QUESTION
1. _____ always washes the dishes.	<i>How often ... do you wash the dishes?</i>
2. _____ usually makes dinner.	<i>How often do you make dinner?</i>
3. _____ goes to the supermarket.	<i>How often do you go to the supermarket?</i>
4. _____ makes repairs.	<i>How often do you make repairs?</i>
5. _____ watches TV.	<i>How often do you watch TV?</i>

Answers in "Statement" column will vary.

- 11 Teamwork Task** Work in teams of four. Make a list of ten household chores. Ask your teammates how often they do each one. Fill out the chart with frequency words for yourself and your three teammates. Answers will vary.

HOUSEHOLD CHORE	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

### Game Time

Your teacher will think of a household chore he or she doesn't like to do. Guess what it is by asking yes / no questions. Continue the game with your classmates.

### 10 Group Practice

If students can't find anyone who answers with the given frequency word, tell them they can change the frequency word if needed.

### 11 Teamwork Task

#### Expansion

- Have each team copy its chart onto a piece of poster board and use it to help present their findings to the class. Point out that charts, pictures, and artwork help to clarify, organize, and illustrate presentations.
- Have each team make generalizations about their results. Ask: *What do you all always / frequently / sometimes do?* Have them find and point out similarities and differences within their group.

### Game Time

Set a limit on the number of questions allowed. If students don't guess by that number of questions, the teacher (or student thinking of the chore) wins.

Some sample yes / no questions are: *Does this chore take a long time to complete? Does it take an hour? Does it take ten minutes? Do you do this chore at home? Do you need soap to do this chore?*

## Culture Tip

### Yes or No Questions

Guessing games are very commonly used by TV programmes. In the games people try to guess what is in the speaker's mind by asking Yes or No questions. The first person to guess the correct answer is the winner. This type of game is also often used by teachers to help students develop their oral English.



# Jessica's Neighborhood

# Jessica's Neighborhood

Use the map to teach the four main and four secondary (*northeast, southeast, northwest, and southwest*) compass points. Review other useful vocabulary used for giving and receiving directions, such as *right, left, straight ahead, next to, neighborhood, intersection, and boulevard*. Review the prepositions of location listed in the **Note** at the top of page 9. Use your students' seating arrangement. Draw a simple map of your school's neighborhood and ask questions: *What is next to our school? What is across from our school?*

## 1 Listen

See the audio script at the bottom of this page.

- Play the audio three times. The first time, play it without stopping. The second time, pause the audio after each short conversation. Play it a third time so students can check their work.
- Check the answers as a class, calling on student volunteers.

## 2 Write

Have students practice good writing habits by writing the answers in complete sentences.

## 3 Pair Practice

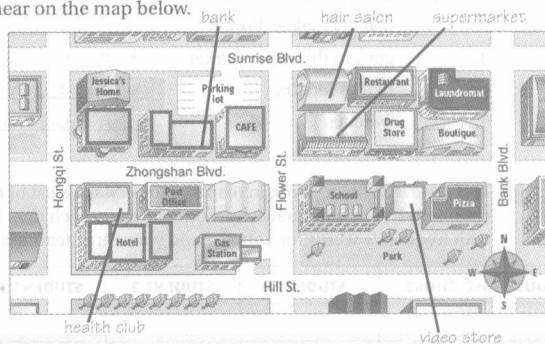
Circulate around the room and help pairs come up with questions. For example: *Where is the drugstore? What is on the east side of the map? The north side?* Encourage students to answer in complete sentences and with prepositions of location when appropriate.

### Note: Prepositions of location

Review these important prepositions on page 9, if necessary, before students do Activity 3.

## 1 Listen

Listen to the conversations. Write the names of the places you hear on the map below.



### Culture Tip

#### Map reading

In Western countries the ability to do things is highly valued. For example, children learn how to read maps at a very young age.

## 2 Write

Look at the map. Answer the questions.

1. What direction does Hill Street run? east-west
2. What part of the map represents the north? (Top? Bottom? Left? Right?)  
the top part
3. What direction does Flower Street run? north-south
4. What part of the map represents the east? the right part
5. Find the intersection of Flower Street and Zhongshan Boulevard.  
What is on the northeast corner of the intersection? the supermarket
6. What is on the southeast corner of Flower Street and Zhongshan Boulevard? the school

## 3 Pair Practice

Work with a partner. Ask and answer questions about Jessica's neighborhood. Answers will vary.

**Example:** Student 1: Where is the post office?

Student 2: It's on Zhongshan Boulevard next to the health club.

### Audio Script

**Listen** Listen to the conversations. Write the names of the places you hear on the map below.

A: Where is the supermarket?

B: It's on Zhongshan Boulevard, next to the drugstore.

A: Excuse me. Where is the bank?

B: It's on Zhongshan Boulevard across from the post office.

A: Thank you.

A: Excuse me. I'm trying to find the health club.

B: It's on Zhongshan and Hongqi Street, next to the post office.

A: Thanks.

B: You're welcome.

A: Pardon me, miss, do you know where the video store is?

B: Yes, it's on Zhongshan Boulevard, between the school and the pizza shop.

A: Excuse me. I'm trying to find the hair salon. Do you know where it is?

B: I certainly do. It's on the corner of Sunrise and Flower, next to a wonderful Chinese restaurant.

A: Thank you very much.

B: Wait! Um, would you like to have lunch at the western restaurant?

A: No, thank you. I'm already late.

B: Maybe some other time?

A: Good-bye, sir!