

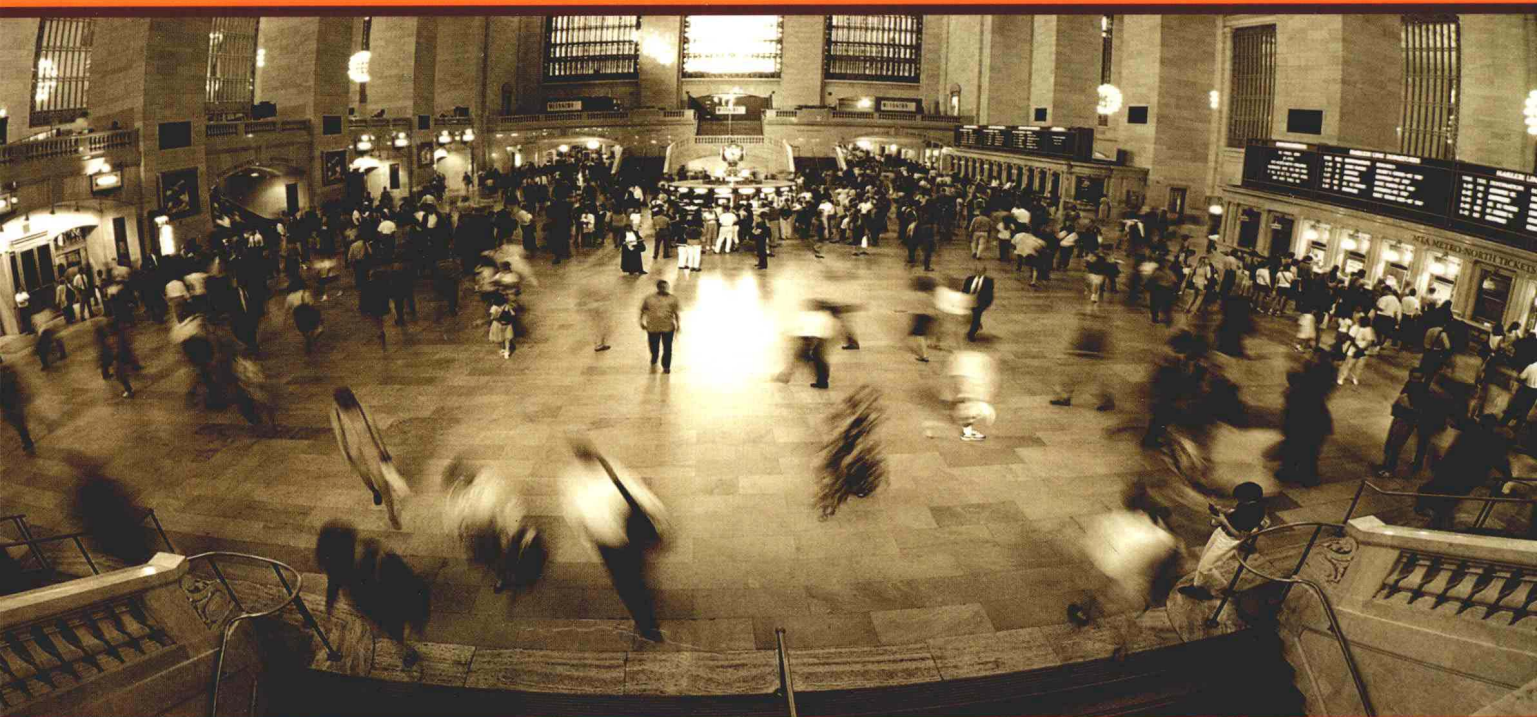
朗文英语

Teacher's  
Resource Book

1

# WorldView

走遍世界



吉林出版集团有限责任公司

Longman.com

# 朗文英语走遍世界

教师资源手册

WORLD VIEW

1

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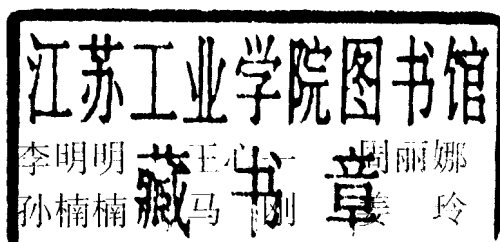
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# 一书一世界 捷进可一

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# Introduction

The *WorldView 1 Teacher's Resource Book* (TRB) contains three main resources for the course, to be used according to the needs of your class.

- **Reproducible Activities**, which provide classroom extensions for reinforcing grammar and building fluency.
- **Writing Models**, which accompany the Writing section of each unit.
- **Testing Package**, which assesses students' progress and achievement in the course. The package includes seven quizzes and two tests, a Testing Audio CD, and TestGen software CD.

For your convenience, the pages in this TRB are perforated to facilitate photocopying. You may wish to hole-punch these pages and organize them in a binder. Be sure to consult the *Teacher's Edition* and the Companion Website at [www.longman.com/worldview](http://www.longman.com/worldview) for detailed classroom teaching notes and additional resources for the course.

## Reproducible Activities

For each main unit in the Student Book, you will find a one-page reproducible activity in this TRB. The activity provides extra fluency work for the unit, incorporating key grammar points, vocabulary items, and functions.

Step-by-step instructions for the activity appear on the facing page of the activity. These instructions include:

- **Objective(s)**—the goal(s) of the activity
- **Materials**—the materials you need to do the activity
- **Time**—the approximate amount of time it will take the class to do the basic activity (on average, 30 minutes)
- **Preparation**—the steps for getting the class ready for the activity
- **Procedure**—the specific steps for doing the activity
- **Extension**—ways of extending the activity if time allows
- **Answer key**—when appropriate

## Reproducible Writing Models

For the writing activities in Units 5-28 of the *WorldView 1 Student Book* (the last exercise in each of the main units), you will find a writing model in this TRB. The model presents a clear, achievable example of the writing assignment, incorporating target grammar and vocabulary items from the unit.

Before the students write their first draft of the writing assignment, you can make copies of the writing model and distribute them to the class, or make a transparency and project it on an overhead projector, or write the model out on the board. Go over the model with your students, highlighting key grammatical structures and vocabulary you wish the students to use in their own writing. Point out any aspects of good writing that students should notice (for example, that each paragraph has a topic sentence, that a paragraph focuses on one main idea, and that transition words are used to connect ideas between sentences and paragraphs).

## Reproducible Testing Package

The *WorldView 1 Testing Package* in this TRB includes seven quizzes and two tests, a Testing Audio CD, which can be found at the back of this TRB, audioscripts, and answer keys.

All items on the quizzes and tests are scored objectively so that numeric grades can be easily assigned. When you use the *WorldView Testing Package* to check your students' progress, it is important to consider other forms of evaluation as well, for example, attendance, participation, and homework.

You will also find the TestGen software CD at the back of this TRB. This CD contains the testbanks for both *WorldView 1* and 2. TestGen allows you to customize tests by shortening, adding, or rearranging content. You will find basic information about installing and using the TestGen software on page viii. In addition, information about TestGen is available on the Companion Website at [www.longman.com/worldview](http://www.longman.com/worldview).

## WorldView Quizzes

The quizzes help you assess students' progress in the skills presented and practiced in the *Student Book*. There is one quiz for every four Student Book units. We suggest that you administer a quiz after each Review Unit, which also comes after every four *Student Book* units.

Each quiz has 33 items, with each item worth 3 points. A quiz can receive a score from 1 to 100; that is, the minimum score is 1 point if a student does not answer any questions correctly.

Section	Number of items/section	Number of points/item	Total points/section
Listening	3	3	9
Pronunciation	3	3	9
Vocabulary	12	3	36
Grammar	12	3	36
Reading	3	3	9

### Before administering a quiz

- Make copies of the quiz. Each quiz is 3-4 pages long.
- Set up the CD player with the Testing Audio CD, found at the back of this TRB.
- Check the track list on the inside back cover for which tracks you will need to play.

### Suggestions for administering a quiz

- Let students know how much time they will have to work on the quiz; in general, allow 25-35 minutes per quiz.
- Encourage students to guess if they are not sure about an answer.
- Give the Listening and Pronunciation sections first. Tell students you will play each recording twice.

### Scoring a quiz

- You may want to use the reproducible scoring charts on page ix. Two have been provided.
- See the example below. Each item is worth 3 points. Add up the number of incorrect answers and multiply by 3. Subtract this number from 100. This gives you the student's final quiz score.

Name:	Jose Ortega			Quiz #	4
Section	Number incorrect	×	Value of each item	=	Points to subtract
Listening	1	×	3	=	3
Pronunciation	1	×	3	=	3
Vocabulary	1	×	3	=	3
Grammar	2	×	3	=	6
Reading	1	×	3	=	3
TOTAL SCORE: 100-18=82					

## WorldView Tests

The tests allow you to evaluate students' achievement after every fourteen units. Each test contains 75 items, with a total possible score of 100 points.

Section	Number of items/section	Number of points/item	Total points/section
Listening	10	3	30
Vocabulary	30	1	30
Grammar	30	1	30
Reading	5	2	10

The objectives within each section/skill category are based on the unit objectives in the *Student Book*.

The tests were created so that students who have actively studied the material in the *Student Book* should score at least 80%.

### Before administering a test

- Make copies of the test. Alternatively, see TRB page viii for information on using TestGen to print the tests or to create and print customized tests.
- Set up the CD player with the Testing Audio CD, found at the back of this TRB.
- Check the track list on the inside back cover for which tracks you will need to play.

### Suggestions for administering a test

- Let students know how much time they will have to work on the test; in general, allow 45-55 minutes per test.
- Encourage students to guess if they are not sure about an answer.
- Give the Listening section first. Tell students you will play each recording twice.

### Scoring a test

- You may want to use the reproducible scoring charts on page ix. Two have been provided.
- See the example below. Add up the number of incorrect answers in each section. Multiply by the point amount assigned to that section. Subtract this number from 100. This gives you the student's final test score.

Name:	Jose Ortega			Test #	A
Section	Number incorrect	×	Value of each item	=	Points to subtract
Listening	3	×	3	=	9
Vocabulary	4	×	1	=	4
Grammar	3	×	1	=	3
Reading	2	×	3	=	6
TOTAL SCORE: 100-20=80					



## WorldView and TestGen

### What is TestGen?

TestGen is a powerful, easy-to-use software program that generates tests. The TestGen CD at the back of this TRB contains the testbanks for *WorldView 1* and *WorldView 2*. Instructions on how to install it are on page viii. You can easily use TestGen to

- print the prepared *WorldView 1* tests or
- customize those tests by rearranging questions, editing existing questions, or adding your own questions.

Note: The audioscripts for the tests are available at the back of this TRB.

### How are the *WorldView* test items labeled?

Each *WorldView* test item is labeled in the software by skill, objective, and difficulty level to enable customization of tests, as well as to provide information about the material covered. You can easily access information about these labels once you are in the TestGen software.

#### • Skills

The skills tested are listening, vocabulary, grammar, and reading. The listening items are offered in the original exercise and question order, which follows the order of the Testing Audio CD.

#### • Objectives

The objectives within each skill category are based on the unit objectives in the *Student Book*.

#### • Difficulty Level: Distribution

The *WorldView* tests were created with the following breakdown/distribution of difficulty levels. These difficulty levels are assigned relative to the level of the Student Book. You might want to keep this balance in mind as you customize the tests using the TestGen software.

80%	Difficulty Level 1	Average
10%	Difficulty Level 2	Challenging
10%	Difficulty Level 3	Difficult

How are the levels of difficulty defined for each skill?

### Listening and Reading

#### Difficulty Level 1–Features

Students are required to do most or all of the following:

- Answer questions about concrete details.
- Locate information in one section of the text, usually at the beginning or end of the text.
- Select a response from options given.

Items assigned a difficulty level of 1 cover information that is explicitly stated. The distractors include few or no synonyms.

#### Difficulty Level 2–Features

Students are required to do one or more of the following:

- Answer main idea or inference questions.
- Locate information in the middle of the text.
- Integrate information from two or more parts of the text.
- Supply a response (e.g., in an error correction).

Items assigned a difficulty level of 2 cover information that may be implicitly stated. The distractors require greater discrimination because they may include synonyms, have a semantic relation to the correct answer, or match the context.

#### Difficulty Level 3–Features

Students are required to do most or all of the following:

- Answer main idea or inference questions.
- Locate information in the middle of the text.
- Integrate information from two or more parts of the text.
- Supply a response (e.g., in an error correction).

Items assigned a difficulty level of 3 usually cover information that is implicitly stated. The distractors require greater discrimination because they usually include synonyms, have a semantic relation to the correct answer, or match the context.

## Vocabulary

Difficulty Level 1–Features
<p>Students are required to do <b>one or both</b> of the following:</p> <ul style="list-style-type: none"> <li>• Select a response from a list of given choices.</li> <li>• Show comprehension of the target vocabulary word in the context of an item type similar to the item type used to practice the target word in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 1 test target words that are frequently used in the <i>Student Book</i> and in everyday communication. The distractors include few or no synonyms.</p>
Difficulty Level 2–Features
<p>Students are required to do <b>at least one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Supply a response (e.g., by filling in blanks).</li> <li>• Show ability to use the target vocabulary word in the context of an item type different from the item type used to practice the target word in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 2 test lower-frequency target words in the <i>Student Book</i>. The distractors may include synonyms, have a semantic relation to the correct answer, or match the context.</p>
Difficulty Level 3–Features
<p>Students are required to do <b>one or both</b> of the following:</p> <ul style="list-style-type: none"> <li>• Supply a response (e.g., by filling in blanks).</li> <li>• Show ability to use the target vocabulary word in the context of an item type different from the item type used to practice the target word in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 3 test lowest-frequency target words in the <i>Student Book</i>. The distractors usually include synonyms, have a semantic relation to the correct answer, or match the context.</p>


## Grammar

Difficulty Level 1–Features
<p>Students are required to do <b>one or both</b> of the following:</p> <ul style="list-style-type: none"> <li>• Select a response from a list of given choices.</li> <li>• Show comprehension of the target structure in the context of an item type similar to the item type used to practice the structure in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 1 test the simplest structures taught in the <i>Student Book</i>. The distractors include few or no synonyms.</p>
Difficulty Level 2–Features
<p>Students are required to do <b>at least one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Supply a response (e.g., by filling in blanks) or write complete sentences.</li> <li>• Show ability to use the target structure in the context of an item type different from the item type used to practice the structure in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 2 test more complex structures taught in the <i>Student Book</i>. The distractors may include synonyms, have a semantic relation to the correct answer, or match the context.</p>
Difficulty Level 3–Features
<p>Students are required to do <b>one or both</b> of the following:</p> <ul style="list-style-type: none"> <li>• Supply a response (e.g., by filling in blanks) or write complete sentences.</li> <li>• Show ability to use the target structure in the context of an item type different from the item type used to practice the structure in the <i>Student Book</i>.</li> </ul> <p>Items assigned a difficulty level of 3 test the most advanced structures taught in the <i>Student Book</i>. The distractors may include synonyms, have a semantic relation to the correct answer, or match the context.</p>



## Installing TestGen

### *Windows® Computers*

- Insert the TestGen CD into your computer's CD drive.
- Open **My Computer**. Then double-click on the CD drive, illustrated by the  symbol.
- Double-click on "tgsetup.exe."
- Follow the directions on the screen to complete the installation. Once the installation is complete, the program will begin automatically.

### *Macintosh® Computers*

- Insert the TestGen CD into your computer's CD drive.
- Double-click on "TestGen\_Installer."
- Follow the directions on the screen to complete the installation. Once the installation is complete, the program will begin automatically.

The installation instructions above are for computers that *do not* have TestGen installed already. If your computer already has TestGen installed, see the *User's Guide* on the TestGen CD.

This CD has been confirmed to work on many computer configurations around the world. However, there may be some local operating systems that do not support TestGen.

## Creating Tests

If you do not wish to customize a test, you may either photocopy one of the tests found in this TRB or follow these steps to print out a test and answer key from the TestGen software:

- When the *Start a New Test* box appears, select the paper test option. When the *TestGen Wizard* box appears, click No. A new test will appear on the right side of the screen. Highlight the test you want to use in the Testbank on the left side of the screen and drag it over to the new test.
- Before you print out the test, click on *Display question details* (the magnifying glass icon) and click on *Descriptors*. Then deselect the *Answer Blanks* check box. Next, click on *Questions* and deselect the *Include question type headers* check box. Then click OK. This will allow you to print out the test the way it appears in the Testbank.
- Be sure to use the answer key that prints out with the test.

If you do wish to customize tests:

- Create the tests manually. This is the recommended method. Refer to page 4 of the *Quick Guide* for instructions. It is not recommended that you combine test items from different levels of *WorldView*

- Use the TestGen Wizard. If you choose this option, the test questions will appear in random order. To retain the sequence chosen for the printed tests, you will need to sort the questions. Refer to page 10 of the *TestGen Quick Guide* for instructions on using the Wizard and retaining question sequence.

The *Quick Guide* can be found on the TestGen CD in the same location as the installation file. It explains how to get started and how to use TestGen's essential tools and features. It also includes answers to many frequently asked questions. To view the *Quick Guide*, Adobe® Acrobat® Reader® is required. This free software can be installed from the Internet at the following address:

<http://www.adobe.com/products/acrobat/main.html>.

## Product Support

The *User's Guide* can be found on the TestGen CD in the "Resources" folder (see "TG5UserGuide.pdf"). It provides detailed instructions about how to use all of TestGen's tools and features. Once TestGen has been installed, the *User's Guide* is also available by clicking "Help" in the TestGen menu at the top of the screen. To view the *User's Guide*, Adobe® Acrobat® Reader® is required. This free software can be installed from the Internet at the following address:

<http://www.adobe.com/products/acrobat/main.html>.

For further technical assistance:

- Call Pearson's toll-free product support line:  
1-800-677-6337 (Monday to Friday, 09:00 to 18:00, New York time).
- Send an email to [media.support@pearsoned.com](mailto:media.support@pearsoned.com).
- Fill out the web form at  
<http://247.pearsoned.com/mediaform.html>.

Our technical staff will need to know certain things about your system in order to help us solve your problems more quickly and efficiently. If possible, please be at your computer when you call for support. You should have the following information ready:

- product title and product ISBN
- computer make and model
- RAM available
- hard disk space available
- graphics card type
- printer make and model (if applicable)
- detailed description of the problem, including the exact wording of any error messages

## Scoring Charts for Quizzes and Tests

Note: See page v for examples and scoring instructions.

Name: _____		Quiz # _____	
Section	Number incorrect	Value of each item	Points to subtract
Listening	x	3	=
Pronunciation	x	3	=
Vocabulary	x	3	=
Grammar	x	3	=
Reading	x	3	=
TOTAL SCORE: 100– =			

Name: _____		Quiz # _____	
Section	Number incorrect	Value of each item	Points to subtract
Listening	x	3	=
Pronunciation	x	3	=
Vocabulary	x	3	=
Grammar	x	3	=
Reading	x	3	=
TOTAL SCORE: 100– =			

Name: _____		Quiz # _____	
Section	Number incorrect	Value of each item	Points to subtract
Listening	x	3	=
Vocabulary	x	3	=
Grammar	x	3	=
Reading	x	3	=
TOTAL SCORE: 100– =			

Name: _____		Quiz # _____	
Section	Number incorrect	Value of each item	Points to subtract
Listening	x	3	=
Vocabulary	x	3	=
Grammar	x	3	=
Reading	x	3	=
TOTAL SCORE: 100– =			

# Here's my card.

**Vocabulary** Greetings; introductions; names; the alphabet

**Grammar** *be* simple present: affirmative statements, subject pronouns

**Speaking** Saying hello; introducing yourself; spelling names

## Objectives

To practice introductions

To review asking about names

## Materials

One worksheet per student

## Time

25 minutes

## Preparation

Photocopy the worksheet, one for each student. (If no student in your class has a name beginning or ending with one of the letters on the worksheet, you may substitute letters consistent with your students' names before photocopying the worksheet.)

## Could you please spell your name?

### Procedure

1. Introduce the activity by modeling the language for introductions and spelling names. For example, write the following prompts on the board, and then model the exchange with a student.

*A: Hello. I'm \_\_\_\_\_ (your name).*

*B: Nice to meet you, \_\_\_\_\_ My name is \_\_\_\_\_.*

*A: Could you please spell your name?*

*B: Sure. It's \_\_\_\_\_.*

2. Give each student a worksheet. Tell them to read it but not to write anything.
3. Tell students they will walk around the room, introducing themselves and asking each other to spell their names. When a student they talk to has a first or last name that begins with a letter described on the worksheet, they write his or her name in the appropriate square and move on. Otherwise, they write nothing, and move on and greet another student.
4. Explain that this is a competition. The first person to get a row of four different names (horizontally, vertically, or diagonally), must shout "Bingo!"
5. While students are doing the activity, walk around the room, helping as needed.
6. As soon as a student shouts "Bingo!" ask that student which his or her winning boxes are, for example, "I have boxes 2, 6, 10, and 14" (vertical win), "I have boxes 13, 14, 15, and 16" (horizontal win), or "I have boxes 4, 7, 10, and 13" (diagonal win). Then ask that student to read out the four names.

### Extension

If a student gets Bingo very quickly, tell the others to continue the game. Find out how many students get Bingo, or how many boxes students can fill in.

# Unit 1: Could you please spell your name?

1 first name begins with A  _____	2 last name begins with Z  _____	3 first name begins with B  _____	4 last name begins with Y  _____
5 first name begins with C  _____	6 last name begins with X  _____	7 first name begins with D  _____	8 last name begins with W  _____
9 first name begins with E  _____	10 last name begins with V  _____	11 first name begins with F  _____	12 last name begins with U  _____
13 first name begins with G  _____	14 last name begins with T  _____	15 first name begins with H  _____	16 last name begins with S  _____

# Meeting people

Vocabulary Occupations

Grammar *be* simple present: *am, is, are*; subject pronouns; indefinite articles  
*a, an*

Speaking Introducing yourself

## Objective

To practice language used for meeting / greeting and giving information about occupations

## Materials

One business card per student

## Time

30 minutes

## Preparation

Photocopy the worksheet and cut it into individual cards so you can give each student a business card.

## At a conference

### Procedure

1. Set the scene by telling students they are at a business conference. Their goal is to find other people who have the same occupation as their own.
2. Give each student a business card and make sure that the students understand the information on the card. If you have more than 15 students, make more than one copy of the cards.
3. Pre-teach *private teacher, trumpet, and self-employed*.
4. Explain the activity. The students must mingle and introduce themselves in order to find two other people who have the same occupation.
5. Model the activity for the class. Introduce yourself to a student and ask questions:  
*My name's \_\_\_\_\_*  
*Nice to meet you. I'm \_\_\_\_\_*  
*What do you do?*  
*Oh, I'm a/an \_\_\_\_\_ (occupation).*
6. Ask the students to stand up and start introducing themselves to their classmates. Encourage them to say *I'm sorry, could you repeat that?* and *What's your name again?* and to use language for meeting and greeting like *Nice to meet you. How are you?* They should find the other people who have the same occupation and form groups.
7. After all the students have found their groups, call on some students to introduce the other members of their group, saying their names and occupations.

# Unit 2: At a conference

<p>Name Jamie Harris</p> <p>Occupation architect</p> <p>Company BMA Architects, Inc.</p> <p>Tel. (917) 555-4595</p>	<p>Name Stacy Gayle</p> <p>Occupation architect</p> <p>Company Genesis</p> <p>Tel. (601) 555-6010</p>	<p>Name Ken Sato</p> <p>Occupation architect</p> <p>Company Anders,Sato,and Sasaki</p> <p>Tel. (410) 555-6213</p>
<p>Name Mario Martinez</p> <p>Occupation doctor</p> <p>Company Main Street Family Practice</p> <p>Tel. (336) 555-3366</p>	<p>Name Janna Pasco</p> <p>Occupation doctor</p> <p>Company Marymount General Hospital</p> <p>Tel. (803) 555-0110</p>	<p>Name Audrey Gautier</p> <p>Occupation doctor</p> <p>Company The Wellness Clinic</p> <p>Tel. (712) 555-4595</p>
<p>Name Chris Loring</p> <p>Occupation musician</p> <p>Company Springvillr Orchestra</p> <p>Tel. (656) 555-6782</p>	<p>Name Dustin O'Brien</p> <p>Occupation musician</p> <p>Company Sonic String Quartet</p> <p>Tel. (850) 555-5105</p>	<p>Name Hannah Lee</p> <p>Occupation musician</p> <p>Company private teacher(trumpet)</p> <p>Tel. (518) 555-2287</p>
<p>Name Kim Wasserman</p> <p>Occupation teacher</p> <p>Company Genoa University</p> <p>Tel. (478) 555-1363</p>	<p>Name Don Young</p> <p>Occupation teacher</p> <p>Company Prentiss Community College</p> <p>Tel. (775) 555-0579</p>	<p>Name Sam Trautman</p> <p>Occupation teacher</p> <p>Company Franklin Language Center</p> <p>Tel. (906) 555-4399</p>
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# Around the world

Vocabulary Nationalities and countries

Grammar be simple present: Yes/No questions, short answers, and negative statements

Speaking Asking about nationalities

## Objective

To practice asking *Yes/No* questions  
To review vocabulary of countries and nationalities

## Materials

One worksheet and one country/nationality card per student (If there are more than 12 students, photocopy and cut up more country/nationality cards.)

## Time

25 minutes

## Preparation

Cut off the two rows of country/nationality cards from the bottom of the worksheet. Cut up the cards so you can give one to each student. Then photocopy the worksheet (minus the countries / nationalities), one for each student.

## Around the world quiz

### Procedure


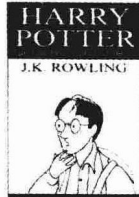




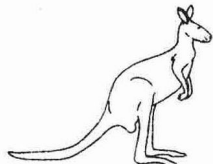





1. Set the scene by asking the students about famous people, where they are from, and their nationalities. Use famous international and national figures you think the students will know from movies, politics, the arts, or sports. For example, *Give an example of a famous movie star.* (Tom Cruise.) *Where's he from?* (The United States.) *Is he Australian?* (No. He's American.)
2. Give students the worksheet. Tell them to read it but not to write anything.
3. Then give each student a country/nationality card. Tell them to find the statement it corresponds to on the worksheet and write it in the blank to complete the statement. If some students have difficulty completing some statements, tell them that the number on the card corresponds to the statement.
4. Check that students have completed the statements correctly.
5. Write the countries and nationalities on the board in random order, so students can refer to them during the activity.
6. Tell students to stand up, mingle, and ask their classmates *Yes / No* questions to find the answers to all the statements. To ensure that students mingle, tell them to change partners whenever they get a yes answer. Model the activity, for example, *Is Time British?* No... *Is Time American?* Yes. Pre-teach *Sorry, I don't know.*
7. Go over the answers with the class.

### Extension

Create groups of 3 or 4. Have students write a similar quiz.



# Unit 3: Around the world quiz

	1. Time is a / an _____ magazine.		2. J.K. Rowling and J.R.R. Tolkien are _____ writers.		
	3. The word "hamburger" is from _____.		4. Mariachi music is from _____.		
	5. English and _____ are the two languages in Canada.		6. Kimchee is a spicy _____ food.		
	7. The kangaroo is an animal from _____.		8. La Rioja, Córdoba, and Ushuaia are in _____.		
	9. The word "paella" is _____.		10. Kimonos and sumo are from _____.		
	11. Mah jong is a game from _____.		12. Fipino and _____ are the main languages in the Philippines.		
1. American	2. British	3. Germany	4. Mexico	5. French	6. Korean
7. Australia	8. Argentina	9. Spanish	10. Japan	11. China	12. English

# Setting up a home office

**Vocabulary** Office objects; numbers 1-99

**Grammar** Plurals; *be* simple present: *Wh-* questions

**Speaking** Asking for and giving information

## Objective

To practice asking and answering *Wh-* questions in the simple present  
To review vocabulary of office supplies

## Materials

One customer card and one salesperson card per student

## Time

25 minutes

## Preparation

Photocopy and cut up the customer and salesperson cards.

## Shopping for supplies

### Procedure

1. Set the scene by telling students they are setting up a home office. They will work in pairs to "go shopping" for the supplies that they need.
2. Pair students. Designate students as A or B. Give each student his or her two cards. Make sure students understand the information on the cards.
3. Tell students they will begin with Role-play 1. Student A is the customer and Student B is the salesperson. Student A must ask Student B questions about each item on A's shopping list, for example, *Where are the notepads?* and *How much is a fax machine?* Student B answers A's questions, using information from the store directory, for example. *They're in Aisle 1 and It's \$119.98.* Remind students to use *is* for singular items and *are* for plural items.
4. While students are doing the activity, walk around, helping as needed.
5. When students have finished the first role-play, have them do the second role-play. This time, Student A is the salesperson and Student B must ask questions to find items on his or her shopping list.
6. After students have finished both role-plays, call on some students to perform in front of the class.