

二十一世纪英语

ENGLISH for the 21st CENTURY



通往未来之票



A Ticket to Tomorrow

教师用书

中国对外翻译出版公司
美国国际传播媒介公司

二十一世纪英语

——通往未来之票

(教师用书)

A. 赖斯

中国对外翻译出版公司

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A Ticket to Tomorrow, English for the 21st Century

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二十一世纪英语 通往未来之票 (教师用书)

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Introduction

There are twenty-six units in this Teacher's Book, designed as a guide to classroom use of the two Learner's Books for *A Ticket to Tomorrow*. Each unit in this book is organized into four parts: **Language in Focus, Getting Ready, The Show, and Additional Activities.**

LANGUAGE IN FOCUS

This box at the beginning of each unit summarizes the grammar and functional language points that are introduced or emphasized in the program script and practice exercises. It also points out pronunciation or intonation patterns that you might like to highlight, and identifies the topic(s) treated in the program.

GETTING READY

This section provides suggestions for pre-listening activities, or for audio-visual aids that you might want to bring to class. It also provides **focus questions** to ask students before they listen to the show.

THE SHOW

This section contains suggestions for teaching the grammatical structures, vocabulary, and content that will help your students to understand the show. It also suggests extension drills and exercises. In addition, this section offers more detailed instructions for completing the wide variety of practice activities found throughout *A Ticket to Tomorrow*, suggestions for expanding these activities, and answer keys, where appropriate.

ADDITIONAL ACTIVITIES

These are practical suggestions for creative pair work and group work. They include a variety of oral communicative tasks and ideas for writing. Depending on your students' abilities, you may choose to use some of these tasks *after* listening to the show as expansion activities, or *before* listening as warm up exercises for new grammar or vocabulary. Some activities are suitable for homework assignments.

GENERAL PROCEDURES FOR USING A TICKET TO TOMORROW IN CLASS

1. Start with a pre-listening activity from **Getting Ready** or create your own.
2. Give students a listening task. Write the focus questions on the blackboard and ask students to find the answers while listening to the show.
3. Play the entire program without stopping. Students should not read the script at this time. Encourage students to speak (or to sing) when Mr. English asks for participation.
4. Play the program again. This time, students should follow along with the Learner's Book. All script segments are marked READ ALONG or TALK BACK in the Learner's Book. Activities and exercises which are not recorded on the tape are marked PRACTICE.

READ ALONG: Have the students read along silently as they listen to the show, to absorb pronunciation and intonation patterns. Occasionally, have them read aloud with the characters, to work on speed and contractions. Encourage them to join in with the singing.

TALK BACK: Have the students follow Mr. English's instructions. Then stop the tape and you or a student can say the cues for participation. Call on different students to respond.

PRACTICE activities appear in the Learner's Book at natural stop points during the program, as well as at the end of each program script. Many of these activities are suggested for pair work or group work in order to give the students more opportunity to speak. Some activities can be done individually or with the entire class.

Contents

Introduction	v
Program 1: "It's a Party!"	1
KEY TOPIC: first meetings	
KEY LANGUAGE POINTS: introductions; present tense of the verb <i>be</i> ; <i>would like</i>	
Program 2: "A Beautiful Day!"	4
KEY TOPICS: weather and telling time	
KEY LANGUAGE POINTS: greeting and parting; <i>there is/there are</i>	
Program 3: "Right Now"	7
KEY TOPICS: urban centers and transportation	
KEY LANGUAGE POINTS: present progressive tense; <i>Where is/are</i> _____?	
Program 4: "The International Coffee Shop"	9
KEY TOPICS: restaurants and food	
KEY LANGUAGE POINTS: offering and ordering food; <i>some/any</i>	
Program 5: "The Window-Shoppers Club"	11
KEY TOPICS: shopping and finances	
KEY LANGUAGE POINTS: making purchases; <i>How much is/are</i> _____?	
Program 6: "Get the Message"	14
KEY TOPIC: communication	
KEY LANGUAGE POINTS: making phone calls and leaving messages	
Program 7: "A Temporary Employment Agency"	17
KEY TOPIC: employment	
KEY LANGUAGE POINTS: <i>can/can't</i> ; talking about abilities and skills	
Program 8: "Doctor Magic"	20
KEY TOPIC: health	
KEY LANGUAGE POINTS: simple present tense; <i>should</i> ; describing signs of illness	
Program 9: "Let's Play Ball"	23
KEY TOPIC: sports	
KEY LANGUAGE POINTS: giving instructions; adverbs of manner; <i>too</i> + adverb	
Program 10: "Sometimes"	26
KEY TOPICS: family and friends	
KEY LANGUAGE POINTS: adverbs of frequency; object pronouns	
Program 11: "Cheer Up!"	29
KEY TOPIC: entertainment	
KEY LANGUAGE POINTS: making suggestions; <i>I'd rather</i>	
Program 12: "How Am I Going to Get Home?"	32
KEY TOPICS: vacations and travel	
KEY LANGUAGE POINTS: future tense with <i>going to</i> ; making reservations	
Program 13: "2092"	35
KEY TOPIC: the world of the future	
KEY LANGUAGE POINTS: <i>was/were</i> ; past progressive; reminiscing	

Program 14: "The Seasons of My Life"	38
KEY TOPIC: the environment	
KEY LANGUAGE POINTS: comparative adjectives (-er and more)	
Program 15: "You're Number One!"	41
KEY TOPICS: love and romance	
KEY LANGUAGE POINTS: superlative adjectives (-est and the most)	
Program 16: "Breathe In, Breathe Out!"	44
KEY TOPIC: stress management	
KEY LANGUAGE POINTS: <i>have to</i> and <i>must</i> ; calming someone down	
Program 17: "I'm Innocent!"	46
KEY TOPIC: justice	
KEY LANGUAGE POINTS: simple past tense: regular verbs; <i>did/didn't</i>	
Program 18: "Sandcastles"	49
KEY TOPICS: memory and nostalgia	
KEY LANGUAGE POINTS: simple past tense: irregular past verbs; information questions	
Program 19: "I'm Not Alone Anymore!"	51
KEY TOPICS: marriage and dating customs	
KEY LANGUAGE POINTS: pronunciation of regular past tense verbs; <i>used to</i>	
Program 20: "How Many Dreams?"	54
KEY TOPIC: elections	
KEY LANGUAGE POINTS: countable and uncountable nouns; <i>much/many, a lot of</i>	
Program 21: "Lessons"	57
KEY TOPIC: education	
KEY LANGUAGE POINTS: verb + preposition; using nouns as adjectives	
Program 22: "Two Different Worlds"	60
KEY TOPIC: creativity	
KEY LANGUAGE POINTS: past progressive tense; separable two-word verbs	
Program 23: "Changes"	63
KEY TOPIC: progress	
KEY LANGUAGE POINTS: stating possibilities (<i>might</i> and <i>may</i>)	
Program 24: "I'll Remember You"	65
KEY TOPICS: astronomy and space travel	
KEY LANGUAGE POINTS: reassuring; present tense with future meaning	
Program 25: "No Time Like Now!"	67
KEY TOPICS: time and time travel	
KEY LANGUAGE POINTS: review of auxiliaries; idioms with <i>time</i>	
Program 26: "Finale"	69
KEY TOPIC: language learning	
KEY LANGUAGE POINTS: recalling feelings; final review	

Program 1: "It's a Party!"

LANGUAGE IN FOCUS

GRAMMAR

- present forms of *be*: *am, is, are*
- *yes/no* questions and short answers
- *it's/they're*
- *would like*

PRONUNCIATION

- contractions: *'m, 's, 're, 'll, 'd*
- *I'd like*

FUNCTIONS

- introducing oneself and others
- responding to an introduction
- getting someone's attention
- asking for identification and identifying
- asking about and expressing wants

TOPICS

- first meetings
- travel

GETTING READY

1. Bring to class a map of your part of the world. Review the English names of countries and the names of the languages spoken there. Note the location of *Spain* and *Poland*, mentioned on page 2.
2. Bring to class several postcards or photos of famous cities from around the world. You will use these pictures for Practice D on page 9.
3. Focus questions: *Who is Tamara? Where is she from?*

Comprehension Note

Write the focus questions in English on the chalkboard. For the first several shows, however, you may want to translate them for your students and accept answers in your language. The students' active production of oral language follows their passive listening comprehension.

THE SHOW

READ ALONG page 1

Before your students open their books, play the opening song again. Tell them to listen for any English words that they might already know and to write them down on a separate piece of paper. Assure them that they are not expected to understand every word or phrase in this song.

READ ALONG page 2

Point out that *hi* is a common, friendly alternative to *hello*.

SING ALONG page 4

Note the three alternatives for responding to an introduction: *It's nice to meet you; It's good to meet you; It's a pleasure to meet you*. We often use these expressions without saying *It's*. The melody of these expressions in the song gives the correct intonation of each sentence. Note that the song is printed with alternating parts (indented and not indented). You might divide the class in half, with each group singing a different part.

TALK BACK page 4

Encourage your students to respond to Mr. English. Then stop the tape and you can say Mr. English's lines. Call on different students to respond.

PRACTICE A Have students work in pairs to practice the conversation. They can be themselves or one of the characters from the story.
page 5

READ ALONG Say the names of the means of transportation and have your students point to them. Then have students say the names as they point to the pictures.
page 5

page 6 Note that Tamara says, "Excuse me," to get attention—a useful function of this expression.

Pronunciation On the board, write *I'll = I will*. Have students find the four occurrences of *I'll* in the dialogue. Note that *will* refers to future time. Call attention to alternate pronunciations of *I'll* —[ayl] or [al].
Note

PRACTICE B Review the meanings of the subject pronouns (*I, he, she, it, you, we, they*). Have your students complete the exercise at the top of the page. They may check their answers with a partner.
page 7

Answers 1. am 2. Are 3. are 4. Are 5. is 6. is 7. is 8. are

PRACTICE C Call attention to the contractions in this exercise.
page 7

Answers 2. It's 3. It's 5. They're 6. They're

Extension: Encourage your students to learn the English names of objects in the classroom by asking you *What's this?* or *What are these?* Answer with *It's a _____* or *They're _____s*. List all new words on the board and have your students test each other by asking a partner to identify the objects. They should use the same question and answer patterns.

TALK BACK Extend to questions beginning with *Are you from _____?* and the responses: *Yes, I am.* or *No, I'm not.* Have students practice this four-line drill.
page 8

Student A: Are you from _____?
Student B: Yes, I am. or No, I'm not.
Student A: Is he/she from _____?
Student C: Yes, he/she is. or No, he/she's not.

PRACTICE D Show your students the pictures of different cities that you have brought to class. With the whole class, have different students respond to the four questions at the bottom of the page. Then have students work in pairs to ask and answer each question. Afterwards, have students use *He'd like _____* or *She'd like _____* to tell the class about the travel ideas of their partners.
page 9

PRACTICE E Have students read the article silently. If you want them to know the correct pronunciation of the vocabulary, read it aloud to them as they follow along during a second reading.
page 10

Answers 1. b 2. a 3. b 4. b

Your students might enjoy working with a partner, one giving the clue and the other finding the answer.



ADDITIONAL ACTIVITIES

1. Say the name of an object and have your students point to it in the room.
2. Give your students index cards with the names of common classroom objects, preferably those you have used in the Practice C extension. Have them find the objects in the room and identify them. Example: *It's a chair. They're pencils.*
3. Play this game. Make two different-colored decks of index cards, one containing pictures of classroom objects (line drawings are fine) and the other containing cards with the names of the objects (card A has a *picture* of a pencil, card B has the word *pencil*). Shuffle the decks separately and hand out the picture cards to one group and the name cards to another. The students who receive the picture cards should not show them to anyone else. Students who receive the name cards must hunt for their matching pictures by going around the room asking picture-holders *Is it a _____?* The student with the picture answers *yes* or *no*. The first one to find his match is the winner! Reshuffle and play again.

Program 2: "A Beautiful Day!"

LANGUAGE IN FOCUS

GRAMMAR

- *There is/there are*
- *It's/It's not + adjective*
- noun plurals

PRONUNCIATION

- contractions: *there's*
- plural -s

FUNCTIONS

- greeting and parting
- talking about the weather
- identifying weather-related signs

TOPICS

- weather
- telling time

GETTING READY

1. Bring to class a large clock or a cardboard clock with movable hands.
2. Point to and say the numbers from one to twelve. Ask *What time is it?* Teach *A.M.* and *P.M.*, *in the morning, in the afternoon, in the evening.*
3. Draw pictures on the chalkboard to illustrate *sunny, rainy, and cloudy*. Ask your students to look out of the window and describe the weather. Help them with the vocabulary by asking *yes* or *no* questions: *Is it hot? cold? sunny?* You can also ask *or* questions: *Is it sunny or cloudy? Raining or dry?* Accept one-word answers.
4. Focus questions: *What's new with Mr. English? Is it sunny in the future all the time?*

Comprehension Note Write the focus questions in English on the chalkboard. You may want to translate them for your students and accept the answers in your language.

5. Play the tape, following the directions in the Introduction.

THE SHOW

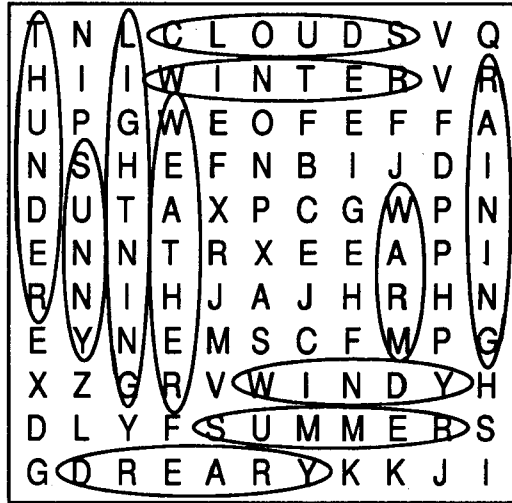
READ ALONG page 12 Note the use of *again* in "It's good to see you again." Mr. English and Susana know each other.

TALK BACK page 13 Encourage your students to respond to Mr. English. Then have them roleplay complete greeting conversations in pairs, varying questions and responses.

READ ALONG page 13 Note the question, "What's new?" and the response, "Nothing much. What's new with you?" These are typical North American greetings.

READ ALONG page 14 Pantomime or translate these words: *get up, eat lunch, watch the news on TV, tired.*

- TALK BACK**
page 15 Encourage your students to respond to Mr. English. Then stop the tape and have them respond to additional time prompts from you.
- PRACTICE A**
page 16 Practice the pronunciation of the numbers again, now that they are spelled out. Have your students complete the sentences orally or in writing. Remember that answers will vary.
- READ ALONG**
page 17 Look at and talk about the illustrations. Have your students point to things as you name them: *children, bird, lightning, sky*, and so on. The present progressive is introduced here: *The children are playing. The birds are singing.*
- Grammar Note**
Tamara says, "There's no lightning and there's no thunder." This is easier for beginners than *There isn't any lightning*. You can also say *There isn't lightning*.
- Pronunciation Note**
On the board, write *there's* and *clouds*. Note that the final *-s* is pronounced [z] after a voiced phoneme. Practice making the [z] sound.
- page 18-19 Encourage your students to sing along with the chorus, which begins *It's a beautiful day...*
- PRACTICE B**
page 20 Remind your students to use *is* with singular nouns and *are* with plural nouns. Have them complete the exercise at the top of the page. They may check their answers with a partner.
- Answers** 1. is 2. is 3. are 4. is 5. are 6. is 7. are 8. are
- Extend the exercise by having your students mention other objects they see or do not see in the picture. (*There is no telephone; there are no cars.*) Don't try to explain *there is* and *there are*. Treat them as formulas for pointing out singular or plural items.
- PRACTICE C**
page 20 Have your students answer the questions about the weather in your city or town today.
- READ ALONG**
page 21 Have your students say good-bye to each other using the six different phrases. Form a chain around the room—A talks to B, B talks to C, C talks to D, and so on.
- PRACTICE D**
page 22 Review the names of the seasons. You will probably have to explain these words: *brain, chemistry, suicide, alcohol*.
- Answers** 1. a 2. b 3. b 4. b 5. b



- Answers 2. winter 3. summer 4. clouds 5. dreary 6. raining
7. sunny 8. warm 9. lightning 10. thunder 11. windy

ADDITIONAL ACTIVITIES

1. Work with the clock you brought in. Change the hands on the clock to different times of the day. Have students say the time.
2. Teach other ways to say the time: 5:15 = a quarter past five, 5:30 = half past five, 5:45 = a quarter to six.
3. Have students work with a partner. Student 1 says the time and Student 2 draws a clock face showing that time. This is an immediate check on comprehension.
4. Write a time of day on the chalkboard, such as 8 A.M. Then pantomime an activity that you do at that time, such as cooking breakfast. If anyone in the class knows how to say the activity's name in English, encourage him or her to say it. If not, you supply the words and write them on the chalkboard under the time. Encourage students to pantomime *their* suggestions. Then have a student give a complete statement. For example: *It's 8 A.M. It's time to cook breakfast.*
5. Bring in a weather map from the newspaper that shows areas of sun and rain in or around your country. Ask students questions such as *Where is it sunny? Where are there thunderstorms?*

Program 3: "Right Now"

LANGUAGE IN FOCUS

GRAMMAR <ul style="list-style-type: none">• <i>Where is/are</i> _____?• prepositions of place• affirmative commands• present progressive	FUNCTIONS <ul style="list-style-type: none">• asking for directions• giving commands
PRONUNCIATION <ul style="list-style-type: none">• Contraction: <i>Where's</i>• reduced vowels in prepositional phrases	TOPICS <ul style="list-style-type: none">• urban centers• transportation

GETTING READY

1. On a chalkboard or a handout, draw a street map of your school's neighborhood. Identify several locations, such as a *post office*, a *library*, and a *park*.
2. If possible, bring a bag of unshelled peanuts to class. Ask your students *What animal likes to eat peanuts?*
3. Teach the phrase *at the corner of*.
4. Teach these verbs: *buy*, *count*, *give*, *go*, *play*, *read*, *say good-bye*, and *stand*. This is a good place for a Total Physical Response (TPR) exercise. Say the verb and have students respond with a physical action. You say *stand*, and the students stand up. Use the peanuts (or coins) to teach *count*.
5. Introduce or review the present progressive tense. You may want to describe what is happening in some of the illustrations.
6. Focus questions: *Where is Tamara going? What is her problem?*

THE SHOW

READ ALONG
page 24-25 Refer to the map of your school's neighborhood. Have students ask and answer questions about the location of different places. *Where is the library? It's at the corner of _____ and _____.*

TALK BACK
page 25 Respond to Mr. English. Notice how to build up a long question from small pieces: *from here, to the library from here, how to get to the library from here, can you tell me. . .*

Extension: Practice the conversation several times, substituting *toy store*, *bakery*, and other stores that your students suggest. Call on different students to roleplay Tamara and the Man.

READ ALONG
page 25-6 Teach the word *zoo*. Pantomime the actions of the children and the elephant (or have several students do it.) Demonstrate *turn around* and *walk in the opposite direction*.

- TALK BACK**
page 27 Respond to Mr. English. This is a good chance to introduce more vocabulary. Ask your students *Where would you like to go?* However, wait for roleplay practice until Practice C.
- PRACTICE A**
page 27 Have students work in pairs to complete and check the activity.
- Answers 2. is playing 3. is buying 4. is counting 5. are standing
6. are going 7. am giving 8. are saying
- PRACTICE B**
page 28 Have your students look at the pictures first, as you teach the prepositions *at, near, behind, across, outside, in front of, away from*. Then they can complete the exercises with a partner.
- Answers 2. e 3. f 4. h 5. c 6. b 7. a 8. g
- READ ALONG**
page 28-30 When Tamara says, "Guess who," she doesn't really expect Mr. English to guess. She's joking. She expects Mr. English to know that it is her voice.
- Have students follow along with the pictures as they listen. On a second practice, tell them to cover the words and tell you what is happening. Ask them how Mr. English is feeling when he says, "And please, wait for me outside the bank."
- page 31 Stop the tape and replay the song. Divide the class into two groups; one sings with the woman, and the other with the man.
- PRACTICE C**
page 32 Have your students practice the conversation as written.
- PRACTICE D**
page 33 Have your students look at the map on page 33 and choose a starting location and a destination. They should roleplay the conversation, substituting the phrases in the boxes as appropriate.
- PRACTICE E**
page 34 Teach *spaceship* and *gravity*.
- Answers Paragraph One: 1. No, it isn't. 2. Yes, it is. Paragraph Two: Yes, it is.
Paragraph Three: No, it isn't.
- PRACTICE F**
page 35 Have your students guess the word from the sentence and then rearrange the letters.
- Answers 2. lost 3. left 4. here 5. ahead 6. corner 7. blocks 8. traffic
9. standing 10. directions

ADDITIONAL ACTIVITIES

- 1 Use action pictures to give students more practice with the present continuous tense. They can describe what the people in the pictures are *doing, wearing, or feeling*.
- 2 Play the hot/cold game to practice prepositions of place. Hide an object somewhere in the classroom. Your students try to locate it by asking questions such as *Is it near the chalkboard? Is it behind the door?* If they are far away, you say *You're cold*. As they approach the object, you say *You're getting warm*. If they are very near, you say *You're hot!*

Program 4: "The International Coffee Shop"

LANGUAGE IN FOCUS

GRAMMAR

- WH-word questions
- articles *a, an, the*
- simple present conditionals
- some/any

PRONUNCIATION

- contraction: *I'll have*
- word stress for emphasis

FUNCTIONS

- identifying (with simple adjectives)
- describing dishes on a menu
- offering and ordering food

TOPICS

- restaurants
- food
- biotechnology

GETTING READY

1. Bring to class menus from restaurants specializing in ethnic cuisine: Italian, Chinese, Japanese, and so on.
2. Teach the English names of some basic foods, such as *beef, chicken, fish, cheese, and pasta*. (*Pasta*, of course, is an Italian word that has been borrowed into English.)
3. Ask your students what foreign foods they enjoy eating. Write the names of the dishes on the chalkboard in your language, along with their English translations. Say the name of the country that the dish comes from.
4. Focus questions: *What kind of food do they serve at the International Coffee Shop? What does Tamara order for lunch?*

THE SHOW

READ ALONG
page 36-37

Note how the waiters explain the different dishes: "A taco is a thin, fried pancake with meat in it."

Extension: If your students are interested, you might teach some cooking terms such as *boiled, steamed, broiled, baked, and fried*.

Grammar
Note
page 38

Notice the use of the conditional *if* with the simple present tense to explain *rare, medium, and well done*. Don't explain the grammar to your students or expect them to use it as an activity; just make sure that they understand the content of the sentences.

TALK BACK
page 39

Encourage your students to respond to Mr. English.

Pronunciation
Note

Work on the contractions *I'll* and *What'll*. Have your students roleplay the parts of waiters and customers. The customers should stress the name of the dish they are ordering.

READ ALONG
page 40

Ask your students to describe the International Coffee Shop and to find four reasons why people go there to eat.

PRACTICE A
page 42 Teach the words *specials*, *soup*, and *dessert*. Teach *Are there any ___?* as a formula, without giving grammar explanations. However, make sure that your students use a plural noun with *are*. Have them complete the menu with typical dishes from your country.

Pronunciation Note Work on the three pronunciations of plural *-s*: [s] *soups*, [z] *hamburgers*, and [ɪz] *dishes*.

Answers 4. Yes, there are three: one from the United States, one from France, and one from Japan. 5. Yes, there are five. 6. No, there aren't. 7. Yes, there are three. 8. Yes, there are.

Grammar Note Before doing Practice B, teach the question word *which*. Show your students that it is used when they are choosing one of several choices on the menu. This is a good place to introduce the prepositional phrase *with cream sauce* or *with cheese*.

PRACTICE B
page 43 Students work with a partner, changing roles as they practice the conversation.

PRACTICE C
page 43 Students can work individually or with a partner.

Answers 1. delicious 2. raw 3. a little red 4. long 5. thin, fried

PRACTICE D
page 43 Tell your students to work with a partner. Encourage them to use short answers or phrases, not long, complex sentences.

PRACTICE E
page 44 Translate *DNA*, *molecule*, and *insult* into your language. Read the passage to your students if you want them to hear correct pronunciation.

Answers 1. DNA 2. tobacco 3. tomatoes 4. milk

PRACTICE F
page 45 After your students complete items 2-10, they can rearrange the letters in the circles to find the mystery word at the bottom.

Answers 2. delicious 3. rare 4. cheese 5. recommend 6. fried 7. hungry
8. fish 9. dessert 10. tomato

Secret Word: RESTAURANT

ADDITIONAL ACTIVITIES

1. Have your students choose dishes from the menus you brought to class. They can ask you to explain what they are. For example: *What's veal cutlet parmigiana? It's a thin slice of veal baked with tomato sauce and cheese on top.*
2. If you want to teach some countable/uncountable phrases, you can introduce containers: *a cup of coffee, a glass of milk, a bottle of juice*, and so forth.
3. Create a project in which your students, in groups, design a restaurant. They plan the size, decoration, menu, and prices. They then present the project to the rest of the class. You can end with a class vote on which restaurant to open.

Program 5: "The Window-Shoppers Club"

LANGUAGE IN FOCUS

GRAMMAR <ul style="list-style-type: none">• <i>How much is/are _____?</i>• simple present (statements of habit)• <i>too much</i>• <i>Let's _____!</i>	FUNCTIONS <ul style="list-style-type: none">• asking about prices• offering to help someone• expressing thanks
PRONUNCIATION <ul style="list-style-type: none">• falling intonation in <i>wh</i>-questions and lists of nouns	TOPICS <ul style="list-style-type: none">• shopping• money• finances

GETTING READY

1. Bring to class a variety of small objects or pictures cut from a catalog so that your students can later roleplay going shopping.
2. Write the words *window-shopping* and *shopping mall* on the chalkboard. Ask your students *Where is the best place to go window-shopping in this city? How often do you go window-shopping? Do we have shopping malls in our city?*
3. Draw a diagram of a shopping mall on the chalkboard. Label the individual stores as follows: *toy store, women's clothing, shoe store, stationery, gift store, book store, electronics, and sporting goods*. Add other stores that your students suggest.
4. Write the words *credit card* and *check* on the chalkboard. If possible, show samples to the class. *Are these used frequently in your country? Why or why not?*
5. Focus questions: *Is Tamara buying anything today? Is \$100 too much for Tamara to spend?*

THE SHOW

READ ALONG page 46	Here's a chance for a cross-cultural discussion. <i>Do most people in your country use credit cards, checks, or cash when they shop?</i>
Pronunciation Note page 47	Note the word stresses for emphasis throughout this section: <i>you, another, twentieth, window, am</i> . Ask your students if they know which countries use the kinds of money in the Chorus. (Ruble: Russia; Yen: Japan; Pound: United Kingdom (and other countries); Mark: Germany; Lira: Italy; Franc: France (and other countries); Krona: Sweden; Forint: Hungary; Schilling: Austria; Peseta: Spain; Peso: Mexico (and other countries); Cruzeiro: Brazil. <i>What other currencies do you know?</i>
READ ALONG page 47	Explain the word <i>souvenirs</i> . Ask your students <i>What souvenirs did you bring home from your last trip.</i>
page 48	Notice the use of <i>can</i> and <i>can't</i> . Tamara asks, "Can I borrow some books and take them home?" Mr. English replies, "No, you can't borrow the books. You buy them and keep them."