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TEACHER'S MANUAL



American Kernel Lessons: Intermediate

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American Kernel Lessons: Intermediate
Teacher's Manual

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To the Teacher

This Teacher's Manual contains teaching ideas for *American Kernel Lessons: Intermediate*. The Manual is divided into twenty-five units—corresponding to unit divisions in the student textbook. Each of the twenty-five units gives a listing of the main teaching points (unit objectives), followed by a detailed lesson plan for each page of the textbook unit. It should be kept in mind, of course, that the teaching ideas given in these units are merely suggestions, not rigid procedures. Although some teachers may choose to follow the plans step by step, others may prefer to use them simply as a departure point for developing their own plans.

American Kernel Lessons: Intermediate, as the title indicates, is intended for intermediate-level students. It can be used as a basic course in ongoing programs (following a beginning course), or as text material for various special programs (intensive refresher courses, self-study, etc.). The entire course includes the student textbook, accompanying recordings (cassettes), a complete set of tests and special lab drill materials. The recordings and the tests form an integral part of the basic course, and additional references will be made to them in the paragraphs that follow.

The lab drills are available in a separate publication and are intended as supplementary materials. Students can work with the recorded drills individually either at home or in the language laboratory. If the recordings are not available, the teacher may use the drills for each unit as oral exercises during class hours. They may be used along with different sections of the unit or as a final checkup before students progress to the next unit in the book.

Description of the Materials

The student textbook is organized into twenty-five study units. There are six pages of material in each unit, and all of the units follow a regular format:

- a Presentation Pages (2 pages)
- b Formation and Manipulation (1 page)
- c Episode (1 page)
- d Further Practice (1 page)

e/f Summary and Exercises for Homework (1 page)

The arrangement of material in the units provides a balance between new lesson material (text) and follow-up activities (explanation, skill-building, exploitation, etc.). New material is presented in the situations, the episodes and the conversations. Each unit in the textbook contains one page of situations (Part a), one episode (Part c) and one conversation (Part d). Ideally, this material should be presented orally for intensive listening before students are asked to refer to the printed texts. For this reason, these sections have been recorded in a form suitable for classroom use.

Recordings

The recorded versions of the situations, conversations and episodes are given on three cassettes. The material is arranged unit by unit with pauses to permit starting and stopping between segments. Cassette format (numbering corresponds to unit numbers in the textbook) is the following:

Set 1: Episodes (1 cassette)

Side A Episodes 1 to 13

Side B Episodes 14 to 25

Set 2: Situations and Conversations (2 cassettes)

Cassette 1

Side A Situations and Conversations
1 to 7

Side B Situations and Conversations
8 to 13

Cassette 2

Side A Situations and Conversations
14 to 19

Side B Situations and Conversations
20 to 25

These recordings are dramatized versions of the printed texts. The conversations and the episodes have been recorded with music and sound effects to increase student interest and enjoyment. The twenty-five episodes are serialized parts of *The Man Who Escaped*, a simple detective story that runs through the course. Since the episodes are recorded in

sequence on a single cassette, longer listening sessions can be scheduled periodically so that students can listen to all of the episodes from the beginning of the story without interruption (for review and reinforcement).

Using the Materials

The introduction in the student textbook gives a brief description of the type of material contained in Parts a, b, c, d and e/f of each textbook unit. This introductory material is directed to students, primarily, and teachers may want to read and discuss it with students during the first class meeting. The information contained in the student introduction will not be repeated here. However, there are a number of additional points—of interest mainly to teachers—that will be mentioned.

Part a: PRESENTATION PAGES

As can be seen by glancing at the Contents page, each unit of the textbook focuses on one or two main grammatical points. In all cases, the situations highlight these points so that students will develop a clear idea of how (and when) the particular patterns or features are used. The attempt is made to incorporate these points in non-obvious ways so that students can form their own conclusions inductively. Teachers may or may not decide to offer grammatical rules.

Part b: FORMATION AND MANIPULATION

Following the study of the situations which provide a natural context for the main points of the unit, students are given a chance to focus attention on the same points in Part b. The paradigms and substitution tables given in the textbook help students develop additional insights into the patterns and, in particular, help lead them to make analogies and comparisons of their own.

Part c: EPISODE

In the episodes, the vocabulary load is much heavier than in the situations. This is deliberate, of course. The material provides valuable intensive listening and comprehension practice. Teachers should encourage students to guess at the meaning of unfamiliar words by examining the context, or to ignore unfamiliar words if they do not appear to be essential to the general meaning of a passage. Classroom discussion

following intensive listening periods will provide opportunities for students to communicate with each other (and with the teacher), and to attempt to express their own ideas, reactions, etc.

Part d: FURTHER PRACTICE

Part d of the textbook units includes conversations, a number of short reading passages and various types of exercises. The exercises in a particular unit may include one or more of the following: *practice situations*, which consist usually of no more than two sentences which describe a situation that calls for the use of a particular pattern; *invention exercises*, which are single-word prompts that suggest whole sentences to be supplied by students; and *transformation exercises*, which call for filling in a blank or substituting structures.

Part e/f: SUMMARY

Part e/f always contains a summary and additional exercises. The summary simply states what students have learned in the unit, reinforcing the particular patterns or features that have been highlighted in the unit. The additional exercises suggest homework assignments that give students additional practice with these patterns. Special composition assignments, including Guided Composition sections, are always included in this part of the unit.

Description of the Tests

The tests which have been prepared for *American Kernel Lessons: Intermediate* are printed in a separate test booklet. These booklets are intended to be reusable. Students are expected to use their own paper (or paper supplied by the teacher), rather than the booklets, for recording their answers to each test. The tests include an entry test, five progress tests and a final test. A copy of the entry test, answer keys for all seven tests and scoring instructions can be found at the back of this manual.

ENTRY TEST

The entry test is a 50-item multiple-choice test, designed to be administered in 25 minutes. It is intended to measure students' knowledge

and control of a number of the basic structures and features normally included in beginning-level courses. Specifically, it samples and tests at least recognition of most of the following:

1. *this/that/these/those/the/a/an*.
2. personal pronouns *I/me/mine/etc.*
3. *there is/there are/it is*.
4. Simple Present forms of *be* and *have*—affirmative and negative statements and questions.
5. Simple Present forms of verbs (other than *be*)—affirmative and negative statements and questions and frequency adverbs *often/never/always/etc.*
6. Present Continuous (Present Progressive) in affirmative and negative statements and questions.
7. *want to do* (something) and *want* (somebody) *to do* (something).
8. use of *of* in expressions with noncount nouns, such as *a piece of cheese, a carton of milk*.
9. concept of count vs. noncount nouns, and quantifiers *much/many/a lot of/a few/a little/etc.*
10. use of *be going to* in expressions of future time.
11. use of the prepositions *in/at/on/etc.* (place), the prepositions *at 6:00/on Friday/in 1975/etc.* (time), and the prepositions *over/across/into/etc.* (movement).
12. Simple Past tense (and expressions *yesterday/last week/etc.*) with *be, have*, and other verbs in affirmative and negative statements and questions.
13. Wh-question words *who/where/what/why/when/how*.

14. adjectives and comparison of adjectives (*older than/more beautiful than/as old as/etc.*).

15. adverbs with *-ly* (*carefully/etc.*).

16. *give/take* (someone) something.

17. *can/should/ought to/have to/etc.* in affirmative and negative statements and questions.

PROGRESS TESTS

The five progress tests are designed as formal achievement tests. Each test covers five textbook units and is specifically designed to test students' knowledge of material introduced in the units. Tests 1, 2 and 3 each have 60 items; Test 4 has 55; and Test 5 has 50. Test items generally require that students write answers (words or sentences), not simply select multiple-choice items.

FINAL TEST

The final test is intended as an end-of-course test and is based on the entire textbook. There are two parts to the test: Part I is a 70-item test which requires that students write answers; and Part II contains an assignment for students to write an informal letter in English. Like the progress tests, the final test cannot be expected to test everything that has been taught. However, it does sample the most important features and, therefore, can be used to help teachers evaluate individual student achievement in the course.

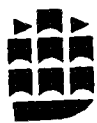
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Entry Test 102

Key to the Tests 106



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1 Simple Present Tense and Frequency Adverbs

MAIN TEACHING POINTS

1. Use of Simple Present and three different sounds of the *s* ending of verbs: /s, z, ɪz/.
works (/s/) lives (/z/) fixes (/ɪz/)
2. Position of Frequency Adverbs (*often, never, etc.*): after verb BE; before main verb.
3. Formation of questions in Simple Present.
4. Meaning of *What does he/she do?* in sense of "What's his/her job?"

EXTRA POINTS AND ACTIVITIES

1. Weak stress on *Do* and *Does* in questions.
2. Meaning of *really* as in "Do you really love her?" and "He's really a kind and gentle person."
3. Telling time using *past (after)* and *to (of)*.
4. Possessive 's as in "Frank's daughter."
5. Weak stress on prepositions *at* and *to*; use of prepositions.

a Presentation Pages (pages 2 and 3)

1. Students should cover page 3 with a sheet of paper and look only at the illustrations on page 2.
2. Play the recorded version of the first situation (or read the text) and follow with question-answer practice, first with "closed" questions, then using the questions on page 3. Examples of "closed" questions are: Does Jane Nelson work in a factory? Does she always get there on time? Does her boss know she usually comes late?
3. Have students uncover page 3 and read (silently) the text of the situations. Then give students the opportunity to ask questions about vocabulary, structure, etc.
4. Have students work in pairs ("paired practice") for question-answer practice on the situations, using the questions on page 3, question cues on page 2 and new questions of their own. Move around the classroom and listen to student practice, helping when necessary.

b Formation and Manipulation (page 4)

Pronunciation, Stress and Intonation

1. Point out that the *s* ending of verbs in Simple Present can have three different sounds, depending on the sound that precedes it. There are examples of all three in situation 6: "She never sleeps (unvoiced: /s/) late in the morning."

"Laura leads (voiced: /z/) a very busy life."
"She usually fixes (vowel + voiced: /ɪz/) breakfast for her husband."

2. Give students practice in pronouncing *is, are, does, do, at, in* and *to* with weak stress in phrases and sentences. Use sentences from the situations on page 3. Have students repeat (choral, group, individual).
3. Point out rising intonation of *Yes/No* questions and have students practice repeating and asking questions.

Example: Do you need the car today?

Other Activities

1. Have individual students produce sentences about themselves, using the pattern "I always/never/often/usually get up (eat, etc.)."
2. Paired practice using the pattern "When do you get up/have breakfast, etc.?"
3. Practice "It's a quarter past/half past/a quarter to . . ." and "five to/ten past . . ." (and variations "five minutes of . . . , ten minutes after . . ."). Write different times on the blackboard, such as 8:35, 10:20, 3:27, and ask students to give the time correctly.
4. Practice additional points from the situations such as "Bruce is a businessman" (use of *alan*), "The day shift starts at 7 o'clock" (use of *at* with time of day).

Optional Fluency Practice

LAURA LEADS A VERY BUSY LIFE.

- | | |
|-------------------|------------------|
| a. They | f. want |
| b. have | g. She |
| c. He | h. a large house |
| d. a lot of money | i. We |
| e. I | j. live in |

DOES BRUCE MAKE A GOOD SALARY?

- | | |
|------------------|-----------------|
| a. you | e. Felix |
| b. want | f. work |
| c. a large house | g. Jane |
| d. live in | h. in an office |

FRANK DOESN'T LIKE THE NIGHT SHIFT.

- | | |
|---------------|---------|
| a. We | f. love |
| b. this book | g. You |
| c. She | h. her |
| d. understand | i. know |
| e. him | j. They |

JANE ALWAYS GETS TO WORK LATE.

- | | |
|----------|------------|
| a. You | e. gets up |
| b. often | f. I |
| c. early | g. They |
| d. Frank | h. never |

C Exploitation of the Episode (page 5)

The purpose of the Episode is to give students listening and reading practice for both comprehension and enjoyment. The Episode itself provides a natural springboard for class discussion and, if desired, for play-acting by having students do their own dramatizations of the Episode material.

Presentation of the Episode

1. First, if possible, play the taped version of the Episode and have students listen with textbooks closed. The recording of the Episode has been prepared with music, sound effects and special voices, and is useful in stimulating interest and holding the students' attention. If a cassette player is not available, the teacher should read the Episode to the class, doing whatever is possible to dramatize the reading (gestures, changing voices for different characters, etc.).
2. Have students open their books and spend a few minutes looking over the text of the Episode (silent reading). Encourage the students to ask any questions they may have regarding vocabulary, pronunciation, etc.
3. Present the Episode again, this time section by section (there are always three sections). Before presenting each section, outline briefly what the section is about and point out a few questions that students should try to find the answers to as they listen to the Episode again. Play the cassette for the first section (or read the first section), then ask a few general questions and a few detailed ones. (See examples given below.)
4. Silent reading can be varied with choral reading (the class repeats in low voices after the teacher, sometimes looking at the section and sometimes not).

Key Patterns and Vocabulary	Suggested Explanation
a. used to be an army officer (line 1)	He was an army officer once but he isn't one now.
b. federal penitentiary (line 2)	If you rob a bank or kill someone or do something else against United States laws, the Federal Bureau of Investigation will try to catch you and send you to the federal penitentiary.
c. Fletcher usually goes to . . . (15-16)	He often does this but he does not always do it.
d. and often reads until 9:30. (17)	Often he reads and then he stops at 9:30.
e. Fletcher only knows the man's name. (27-28)	He knows the man's name but he knows nothing else about him.

Section 1

1. Sample General Questions
 - a. Do you think Fletcher has an easy life? Why or why not?
 - b. Tell me some of the things that happen every morning.
2. Sample Detailed Questions
 - a. When does he get up?
 - b. Where do some of the men work and where does Fletcher work?

Section 2

1. General and detailed questions.
2. Ask individual students to tell you what they do from lunchtime until they go to bed.
3. Point out the use of *does* in "Fletcher does" (line 22). Give other examples like: "A lot of people like hamburgers. I do." Then ask the class to make similar examples.

Section 3

After general and detailed questions, ask the class why they think Fletcher wants to find Kincaid and Hooper.

1

d Further Practice (page 6)

1. Invention Exercise

- Let the class look at all the cues and give them time to think of sentences. Then ask them to close the book, and go around the class in random order, asking for responses to cues you give orally.
- Vary this sometimes by firing out a cue and *not* indicating anyone in particular to answer it. Let anyone respond.
- A short writing phase of perhaps a minute can be given for the students to record their responses.
- Show, through a model conversation, how the cues can be used in questions with *often*, *always* or *ever* (introduced as a new item, and explained as "at any time").

Example:

jazz = A: Do you ever listen to jazz?

B: Yes, I do. Quite often.

Write the example on the board and then ask the class what other possible answers can be given to the other cues. After variations like "No, I don't. Never" and "Yes, I do. Sometimes" have been taught, pair the class.

2. Conversation

Key Points

- Intonation of *What did you say?*
- Meaning and intonation of "Is that supposed to be music?"
- Structure of "I don't understand how you can listen . . ." (understand, know, see + Wh-).
- Preview of *is doing* in "They're playing at Jansen Stadium tomorrow night."
- Use of "Could I . . . ?" in requests.
- Word order

1	2	3
like	something	very much

Presentation Notes

- If possible, play the recorded version of the Conversation (if not, read the Conversation and ask one of the students to take the part of Joe). Students should listen to the Conversation several times with their textbooks closed.
- After listening practice with the Conversation, ask the questions given on page 6 and call on individual students to answer. Then have students take turns asking each other these questions and individual questions of their own.
- Give the students some short, improvised fluency practice with any structures they are having difficulty with. For instance, if students tend to put *very much* before *them* in statements like "I like them very much," give a few cues like "iced tea," "I," "Do you," "this book," etc. to give them practice with the correct word order.
- Go back to the intonation of "What did you say?" Have the students use it in natural situations. As an example, you might say things to them unclearly so that they have to respond with "What did you say?" using the correct intonation. (Point out variations: "I beg your pardon?" "What was that?" "I'm sorry, I didn't understand what you said," etc.)
- Play the taped version of the Conversation again (or read it again) for additional listening practice. Then have the students (in pairs) practice the Conversation for five or ten minutes before asking them to take turns acting it out.

e Summary (page 7)

1. Do not try to teach the Present Continuous yet. Tell the class this will be the next thing to be done.

Another way of explaining the rule for the Simple Present is to say it is the "no time" tense. We use it when there is no past, future or continuous coloring at all in our statement. Notice that even in statements like "I always go to church on Sunday," no definite Sunday is meant. In other words, we use the tense when we are thinking of general time, and of the general idea of an action.

2. Draw the attention of the class once more to what happens to the *s* in *lives* when the statement is turned into a question. A simple diagram on the blackboard may be very useful, like this:

He works in a factory.

Does he work in a factory?

In other words, it must be pointed out that the *s* goes to the *do* and is dropped from the verb itself.

3. Divide the class into groups of twos and ask them to practice *What do you do?* and the correct answer. Find out what the jobs of most of the people in the class are first. Make sure they put *a* or *an* between *I'm* and the name of the job they do (*mechanic, lawyer, etc.*). This is also a good time to give the class the name of some main jobs and professions.

f Exercises for Homework (page 7)

1. A few of these can be done quickly in class orally first to make sure the students know what they have to do.
2. This technique of guided composition may be new to your class. Explain that the idea is to give controlled practice in which as few mistakes as possible are made. The principle is that although one can learn from one's mistakes, one learns even more from not making them at all, particularly at this stage. As the course progresses, freer compositions will be given.
3. If a language lab is available or if students have the cassettes for the course, they should practice listening to the situations, the episode and the conversation. You can give them additional practice by giving them the fluency drills frequently provided here.

Tapescript

The recorded laboratory drills are helpful in reinforcing the structures introduced in each unit. These are provided in the *Laboratory Drills Tapescript* which is a separate supplement to *American Kernel Lessons: Intermediate*.

2 Present Continuous

MAIN TEACHING POINTS

1. Use of Present Continuous to describe actions that are still going on.
2. Formation of the Present Continuous in statements (affirmative and negative) and questions with *am/is/are + verb-ing*.
3. Practice with contracted forms *I'm/you're/he's/she's/we're/they're*, and with *I'm not/you aren't/he isn't/she isn't/we aren't/they aren't*.

EXTRA POINTS AND ACTIVITIES

1. Use of full forms *Are you/they* and *Is he/she/it* in questions.
2. Use of *have* in "She's having breakfast/lunch/etc."
3. Difference between *carry* and *wear*.
4. Questions like *What are they waiting for?* and *Who is she talking to?*
5. Use of *listen to the radio* and *watch television*.

a Presentation Pages (pages 8 and 9)

Follow the four presentation procedures suggested on page 2 of this Teacher's Manual.

b Formation and Manipulation (page 10)

Pronunciation, Stress and Intonation

1. Have the students repeat the examples given in 1a. Give each sentence as an individual model and have choral, group and individual repetition practice.
2. After practicing all the examples, call students' attention to the importance of correct intonation and stress patterns with contracted forms. Say "Frank's at the factory" several times, then point out that we do not say "Frank is at the . . .," but "Frank's . . .," "He's . . .," "They're . . .," etc. Point out that the words that are picked out and stressed are the nouns and main (not auxiliary) verbs.
3. Demonstrate the pattern of voice falling at the end of each of these sentences by using gestures (hand held in the air, then moving rapidly down at the end of the sentence) and by drawing a line on the blackboard with arrow going down. Exaggerate the voice fall and have students imitate. Explain that example 3 has the same intonation, even though it is a question.
4. Go on to the examples in 1b and follow the same procedures (repetition and

explanations). Demonstrate the intonation emphasizing voice rise in these *Yes/No* questions.

5. Present and discuss 2a, b and c. Make sure students understand this formation of the Present Continuous. NOTE: Point out that the formation of the *-ing* form of verbs in English is perfectly regular, and that there are no exceptions: any verb in English + the *-ing* sound produces the *-ing* form (present participle). Demonstrate this by calling out a dozen or so verbs and having the class respond in unison with the *-ing* form.
6. Have students make up statements of their own and then produce the question forms and the negative forms.
7. Present and discuss section 3.

Other Activities

1. Have students practice telling time by putting different times in numbers on the board and asking students (chorally and individually) to tell the time. Be sure students understand that they can say either "four-thirty" or "half past four," or "three-fifteen" or "(a) quarter after three."
2. Practice telephone numbers in English, showing students that we say each number individually (two-three-four, six-eight-two-one), and pointing out the use of "oh" for 0 (zero). Demonstrate the variations when there are two 0's or three 0's: 234-2200, 234-2000—"two-three-four, twenty-two hundred," and "two-three-four, two thousand."

Fluency Practice (Optional)

HE'S CALLING FROM SAN FRANCISCO.

- | | |
|------------------|----------------|
| a. I'm | e. me |
| b. talking about | f. watching |
| c. baseball | g. us |
| d. They | h. waiting for |

ARE YOU HAVING A GOOD TIME?

- | | |
|----------------|------------------|
| a. Joe | e. the bus |
| b. breakfast | f. she |
| c. you | g. bothering you |
| d. waiting for | h. I |

WHO'S SHE TALKING TO?

- | | |
|----------------|-----------------|
| a. I | e. What |
| b. he | f. looking at |
| c. waiting for | g. they |
| d. you | h. listening to |

C Exploitation of the Episode (page 11)

Follow the four suggestions given in Unit 1, page 3, of this Teacher's Manual.

If you wish, you might choose one paragraph from the Episode and tell the students to study it at home for a dictation that you will give during the next class. Dictations are essential at this level in increasing students' awareness of

the importance of attaining proficiency in spelling.

In this Episode, a certain number of items are introduced for preview. They are marked (*pr*). These are things that have not yet been taught intensively but appear in later units. The teacher should not try to practice these items intensively here. All that is necessary is a brief explanation, and perhaps some indication that the item will be taught later.

Key Patterns and Vocabulary	Explanation or Remarks
a. looking for a man who escaped (<i>pr</i>) (8)	If a man is in prison, and he runs away, he escapes. Fletcher escaped this morning.
b. The police believe . . . (<i>pr</i>) (13)	Notice that we do not say "believes"!
c. arrest (36)	If the police find Fletcher, they will arrest him and take him back to prison.
d. arrested him four years ago (<i>pr</i>) (36-37)	It is now 19--. Rossi arrested Fletcher in 19--. That was four years ago.

Section 1

1. Sample General Questions
What are people all over the Midwest doing? What are the police doing? Why?
2. Sample Detailed Questions
When did Fletcher escape? Where are the police looking for him? What is Fletcher wearing?

Section 2

1. After a few general and detailed questions, ask students what a bar is and what people do there. Briefly discuss the fact that there is a TV in the bar, turned on the news, but almost nobody is watching it.
2. Optional Fluency Practice
THEY ARE NOT VERY INTERESTED IN THE NEWS.
a. She
b. music
c. football
d. Are you
e. opera
f. He

Section 3

Try asking a few questions in the past tense that can be answered with a short answer, such as When did Rossi arrest Fletcher?
Four years ago.

Other Activities

1. Give the students a short dictation of some part of the text, perhaps the news item (lines 7-14).
2. Divide students into pairs and get them to ask each other questions about particular parts of the text. Give cues to force them to ask and answer questions about the part of

the text that you want covered. For example, here are some cues that you could use with the first part of the Episode:

- a. What . . . weather . . . ?
- b. Where . . . people . . . ?
- c. What . . . people . . . ?
- d. Who . . . police . . . ?

2

d Further Practice (page 12)

1. Invention Exercise

- Present the example given in the book and be sure all students understand how the exercise works. Have students think of other possible responses to the cue *I'm too fast?* such as, *walking, reading, writing, talking.*
- Tell the students to study all the cues and to think of possible responses. Let them make notes if they wish.
- Have the students close their books, then go through the cues (a to i) one by one, calling on individuals for possible questions they have formed. Be sure students use a rising intonation for all of their questions—all should be *Yes/No* questions. If desired, student responses can be written on the board—ask for a volunteer student to do this.
- After going through all the cues, have students open their books and go through the cues again—this time, calling cues at random (a, g, d, . . .) and having students respond as quickly as they can.

Examples of possible responses

- Am I sitting in/using/taking your seat?
- Are you having a good time?
- Is Jane having/waiting for/finishing lunch now?
- Is Frank listening to/watching/talking about a baseball game?
- Are we making too much noise?
- Are you listening to/watching/waiting for the news?
- Are those people talking/whispering/complaining about me?
- Is that woman riding/looking at/buying/renting a bicycle?
- Is Laura talking to/whispering to/waving to/writing to her friends?

2. Conversation

Key Points

1. Intonation and meaning of *I'd like some . . . , please.*
2. Practice with *When's the next . . . to . . . ?* and with *How much does/do . . . cost?*
3. Expression *going to* in "Your train's going to leave . . ." (to be studied later in more detail in Unit 9).
4. Falling intonation with *Wh-* questions (*When/How much/Where/ . . . ?*).

Presentation Notes

1. Play the recorded version of the Conversation (or read it from the book) and ask students to listen with their books closed.
2. After listening practice, ask the questions printed on page 12, and have students answer without looking at their books.
3. Have students open their books, then select structures from the Conversation for fluency practice for a few minutes. *Examples:* "I'd like a/some . . . , please."/"When's the next (train/bus/plane) to . . . ?"/"How much does/do . . . cost?"/"Your (train/bus/plane) is going to leave in" Have students make up their own sentences using these structures, and have all students practice repeating each suggested sentence.
4. Play the recorded version of the Conversation again (or have two students read the Conversation) for additional listening practice. Then divide the class into pairs and have students practice acting out the Conversation.
5. After "paired practice" with the Conversation, have a number of students take turns acting it out in front of the class.

e Summary (page 13)

Be sure students understand the rule for the use of the Present Continuous, that is, that we use this tense to say what people are doing at the moment, at the time you are talking about them. At this stage, it is important for students to develop this basic understanding of the use of **BE + verb-ing**. Other special uses of the Present Continuous will be introduced later on (for example, the use of Present Continuous in future time expressions: *He's leaving tomorrow.*).

One way to emphasize the use of the Present Continuous is to have students turn back to pages 8 and 9 and look carefully at the situations again. Point out to them that specific times are indicated in the illustrations (9:30 a.m., 11:30 a.m., 9:00 p.m. and 11:00 p.m.), and that the situations tell what people are doing at the moment—that is, at the time we are talking about them.

You may want to give additional reinforcement of the Present Continuous by having the students act out everyday activities such as washing hands, running, preparing a meal, and having the other students guess what the individual is doing. This is a good opportunity to evaluate the students' grasp of the subject pronouns as well.

f Exercises for Homework (page 13)

1. Before giving homework assignments at this stage, it is important to go over most of the exercises orally in class to be sure the students know what to do.
2. Exercises 1 and 4 should be completed in class. Exercises 2, 3 and 5 can be assigned as homework, if desired, after going over them in class.

Examples (Key to Exercises)

Exercise 2

- a. Frank always has breakfast at 6:15. It's 6:15 now and he's having breakfast.
- b. Bruce always goes to work at 8 o'clock. It's 8 o'clock now and he's going to work.
- c. Laura usually has lunch at 12:30. It's 12:30 now and she's having lunch.
- d. Frank usually watches the news on TV at

10 o'clock. It's 10 o'clock now and he's watching the news on TV.

- e. I usually listen to the radio at 6 o'clock in the morning. It's 6 o'clock now and I'm listening to the news.

Exercise 3 (*Key examples*):

Laura's talking to Bruce./Frank's looking at a newspaper./Joe's talking about the weather in San Francisco.

Exercise 4 (*Key example*):

The State Highway Patrol and local police are looking for a young woman who escaped from a jail in Los Angeles, California late last night. The prisoner's (inmate's) name is Ginger Franklin. She is twenty-seven years old, five feet two inches tall, and has blonde hair and blue eyes. She is wearing a light green dress. The police believe she is still in the Los Angeles area.

Exercise 5 (*Key examples*):

I'm writing five true sentences./Our teacher is watching us./My little brother is watching TV./My father is reading a newspaper./My mother is talking on the telephone./My dog is lying on the floor./My sister is practicing her violin./The baby is crying./My cat is sleeping on the sofa./My friends are playing in the street.

3 Simple Past Tense (Regular and Irregular Verbs)

MAIN TEACHING POINTS

1. Use of the Simple Past tense with words and phrases such as *yesterday, last week, last night, this afternoon*.
2. Affirmative statements with past tense forms of verbs—regular and irregular forms.
3. Past tense statements (negative) and questions using *did/didn't* + main verb forms; short answers *Yes, I did, No, I didn't*.

EXTRA POINTS AND ACTIVITIES

1. Review of past forms of verb **BE**: *was, were*.
2. Importance of word order: *arrive + on time/early/late*.
3. Use of verb **make** in expressions such as "He made a speech."
4. Use of *... and so ...* in statements such as "Susan's parents are there and so are Joe's."
5. Use of *there* in sentences such as "Susan's parents are there and so are Joe's," where *there* replaces *at the wedding reception*.

2. Then call out a number of verbs, giving first the main form and then the past tense form. Have students tell you which column to write the forms in; write each one on the board in the right column to make a list. Examples: (column 1): *watched, talked, escaped, looked, asked*; (column 2): *listened, phoned, whispered, bothered, answered, earned*; (column 3): *started, needed, waited, arrested, nodded*.
3. Go over sections 1, 2 and 3, and have students follow the suggestions printed in the book for practice exercises. Be sure that students understand how to form questions with **BE** (by changing the position of subject and verb) and questions with all other verbs (by using *Did/Didn't ... ?*).

Other Activities

1. Write these words on the board: *got up, had breakfast, went to work, went to school, had lunch, got home, had dinner, watched TV, went to bed*.
2. Use these verb expressions for a chain drill. Student 1 asks Student 2 a question with "When ... yesterday?" Student 2 gives a short answer. Then Student 3 asks Student 2 a question, "What happened at ... yesterday?" and Student 2 answers, then asks a question of his/her own.

(got up)

- S1: When (What time) did you get up yesterday?
S2: At 7 o'clock.
S3 to S2: What happened at 7 o'clock yesterday?
S2: I got up.

(had breakfast)

- S2 to S3: When (What time) did you have breakfast yesterday?
S3: At 7:30.
S4 to S3: What happened at 7:30 yesterday?
S3: I had breakfast.

3. Have students practice numbers by doing simple addition and subtraction problems with each other.

- S1: Two plus two is
S2: Four.
Ten minus four is
S3: Six.
Twelve plus thirteen is

a Presentation Pages (pages 14 and 15)

Follow the procedures suggested in Unit 1 of this Teacher's Manual.

b Formation and Manipulation (page 16)

Pronunciation, Stress and Intonation

NOTE: The main objective of Unit 3 is to develop an understanding of how events in the past are expressed in English and how the verb system works. Students should know that the highest percentage of verbs are regular, but that many commonly used verbs are irregular. Irregular forms simply must be learned individually.

1. Demonstrate that the *-ed* spelling of regular past forms varies in pronunciation, depending on the final sound of the main verb form. Write *wash, arrive* and *want* on the board—making three separate columns. Directly underneath each of the three verb forms, write the past tense form (*washed, arrived* and *wanted*). Then give a model of each past tense form and have students repeat. If possible, exaggerate the final sound of each to help them hear the contrast. Write symbols at the top of each of the three columns to indicate the three possible pronunciations of the ending:

/-t/	/-d/	/-d/
wash	arrive	want
washed	arrived	wanted

C Exploitation of the Episode (page 17)

Follow the suggestions given in Unit 1, page 3, of this Teacher's Manual. Remember the steps suggested for exploiting the Episode. First, students listen to the Episode, then read it silently. This is followed by a period for any

questions they might have, then presentation of the Episode again, this time section by section. Give a brief overview of the section before you present it, and give the students a few questions to keep them alert when the section is presented. After the section is presented, ask for answers to those questions which you have given previously.

Key Patterns and Vocabulary	Suggested Explanation
a. getting colder (1-2)	It is becoming colder.
b. beginning to snow (2-3)	In cities like Denver, Minneapolis or Buffalo, there is a lot of snow on the ground in the winter.
c. a man is hiding (4)	If a man is escaping from the police and he thinks they might see him, he hides behind trees or behind a building.
d. a spy (29)	If someone knows some important information and he or she goes to another government and sells this information, then he or she is a spy.

Section 1

- Sample Questions
 - What time of day is it?
 - What's the weather like?
 - How far from the prison is the man?
 - Who is the man in the field?
 - What must Fletcher find soon?
- After reading the first section, possibly in chorus, and asking a number of questions on it, read the text again, asking students to complete the sentences.
T: It is 6:30 in the . . .
(pause for response)
Ss: **evening**
T: and it is . . . (pause)
Ss: **getting colder.**
- Optional Fluency Practice (pr) IT'S GETTING COLDER.
 - darker
 - The evenings
 - lighter
 - The mornings
 - It
 - easier

Section 2

- After asking a variety of questions about the episode (for example, "Where is Rossi going?" "What is the man sitting beside Rossi doing?"), get students to ask each other questions. Give cues like this (orally or on the blackboard):
T: escape/Leavenworth/this morning?
S1: **Did Rossi escape from Leavenworth this morning?**
S2: **No, he didn't.**
- Optional Fluency Practice
DO YOU WANT TO READ ABOUT IT?
a. look at it
b. they
c. listen to the news
d. he
e. come to a party
f. you
g. go to a movie

Section 3

- Read the text or play the recording. Then ask students to read it silently to themselves.
- Give question-answer practice as in the previous section.
- Special Optional Activity
Ask students to agree with things you say, using the *So do I/So does he* pattern. Make sure the students know to use the auxiliary that matches the tense of the main verb in the statement. You may also want to practice the *I do/he does too* pattern at this time.
I hope they catch him.
(**So do I/I do too.**)
I went to Dallas yesterday.
(**So did I/I did too.**)
I like New York.
(**So do I/I do too.**)
I was there last week.
(**So was I/I was too.**)