ABSTRACT

This is the first of three volumes devoted to improving speech skills, in a series of materials for teaching English as a second language to adult nursing aide students. Three units contain five lessons each that emphasize survival skills. In the first unit, the student is taught how to make introductions and meet people, and the use of demonstratives is covered in drills. Unit 2 covers time expressions. In addition, Units 2 and 3 deal with "Wh-" questions. Pattern drills and dialogs are the principal lesson formats. Each unit is completed with review exercises. (JB)
ACKNOWLEDGMENTS

To the PLESA students who bore with me through the initial stages of this effort, this text is affectionately dedicated.

It would be difficult to enumerate the ways in which the other members of the PLESA staff have given their support to this text. In particular, it would be impossible to assess the contribution made by Al Hoel. I am especially grateful for his enduring patience and humor, for his ever ready counsel and assistance, and for his creation of Mahimahi Island and Tamarind City. Also, I am much indebted to my colleague Kathy Hubbard for her many ideas, her reminders that the classroom be a place of student interaction, and her collaboration in producing nursing aide English materials. To the bilingual teachers, Ofelia Berzabal, Yong-Ok Park and Tanh Van Phan, I am deeply indebted for their patience and understanding and their invaluable assistance in 10,000 ways.

For their assistance in helping us understand nursing aide training programs and their cooperation in working with our students, I am grateful to Donna Brodd, Alice Watanabe and Clara Curphy of the Allied Health/Nursing Department at Kapiolani Community College in Honolulu.

As for the typing, I am especially grateful to Fay Ishikawa for her patience, her artistry, and her desire for perfection, and to Sheila Mun for her willing assistance and enthusiasm. Also helpful were Jessifema Figuerres and Diane Yoshida.

For any errors in the text—typographical or substantial—I take full responsibility.

M.C.

Honolulu, Hawaii
August 22
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TO THE STUDENT

The purpose of this text is to help you develop skills in speaking English. It is to help you learn to use the English language in everyday situations. It is also to help you learn how to apply these language skills in nursing aide working situations.

To make this task easier and more enjoyable, you are invited in the text to Tamarind City on Mahimahi Island. You will meet many people who live, work and go to school in Tamarind City. These friends will guide you through the avenues and byways of the English language.

The Speakeasy text for nursing aide English is closely coordinated with the Hearsey and Reading Right texts for nursing aide English. Your teacher should have you use the non-lecture sections, especially, of the Hearsey text. Aside from this, however, you can use the Speakeasy text independently of the other two texts.

REFERENCE

One book you need to have with your Speakeasy text is the Reference Manual. This manual has many kinds of information to help you in studying your Speakeasy text. Sometimes in your Speakeasy text, there will be a reference to some section of your Reference Manual. For example, when you read, "See REF 2-3" in your Speakeasy text, open your Reference Manual to pages 2 and 3 and study that section.

Use the Reference Manual to increase your understanding of aspects of the Speakeasy text. Use it also to expand your understanding of the English language and the culture in which the language is spoken.

MAPS

The Reference Manual includes three maps. One is a map of Mahimahi Island (REF I), showing you where Tamarind City is located on the island and what the rest of the island looks like.

There is a map that shows all of old Tamarind City, called Greater Tamarind City. This map is on page 1a.

And in the center of your Reference Manual is a detailed map of a part of Tamarind City. It is the part of the city where most of the action in the Speakeasy text takes place.

Use these maps for reference and to discuss together in the class the things that are happening in the dialogs.
TRANSLATIONS

Some parts of the Speakeasy text are translated. These translations are in four languages, Ilocano, Tagalog, Korean and Vietnamese. The Previews of all the units are translated. Situation dialogs in the review lessons are all translated. New or complicated instructions and ideas and some vocabulary items are translated. Except for the unit Previews, all translations are marked (Tr) and numbered within each unit. For example, the third translation in Unit IV is marked (Tr3) after the item translated. You can find that translation in your Speakeasy Translation Manual under Unit IV, Tr3.

Some parts of your Reference Manual are also translated.

The purpose of these translations is to make sure you understand the translated item. But, it is good practice for you if you read the English version of the item carefully, and try to understand as much as you can before you look at the translation. After you read the translation and understand the item in your own language, go back to the English version and read it again.

ORGANIZATION OF THE TEXT

This text has eleven lesson units and one review and testing unit. Every lesson unit has:

- a Preview, which tells you the main topic of the unit, what kinds of material you will practice and what new grammatical patterns you will learn;
- an Outline giving all the new kinds of sentences in each lesson; as you finish studying each lesson, you can turn back to the Outline and check off the sentences you can understand and say;
- four study and practice lessons; and
- one review lesson which helps you review what you have learned in the unit.

The study and practice lessons have different kinds of activities to do in the classroom. These activities are to help you practice and feel "at home" using the English language. Here are some of these activities, with their purposes and some suggestions on how to use them.

Dialogs are conversations between people in Tamarind City. When you practice these dialogs, you will be practicing conversations you can use in everyday life in Honolulu and in nursing aide situations.
Talk-and-Listen Cards are for more practice with the dialogs. Each speaker in a dialog has a card. The card has on it only what that speaker will say. The purpose of these cards is to help you listen to what the other speaker is saying and to help you remember to look at the other speaker's eyes while you listen and while you talk. This is the proper way to carry on a conversation with another person.

(The idea of talk-and-listen cards is borrowed from Richard Via of the University of Hawaii. He discusses the philosophy behind the talk-and-listen system and the uses of talk-and-listen cards on pages 16-23 in his book, English in Three Acts (A Culture Learning Institute monograph), published by The University Press of Hawaii, 1976.)

Free Dialogs are to help you practice using, in your own way, the English you have learned. You should feel free in these dialogs to use any words or sentences that are appropriate.

Situation Dialogs are to help you practice and review the things you have learned to say in a certain situation. You will have a card for these dialogs, too. But this card will not tell you exactly what to say. It will describe a situation for you. You should read the card carefully. If you cannot understand it, read the description in your Translation Manual. Think about the situation and decide what you should say. If you have Card B or C, read your card carefully, and listen to the person with Card A so that you will know what to answer.

Most of your review lessons have situation dialogs for you to review what you have learned in the unit.

Problem Situation Dialogs are like the situation dialogs, but they have this difference: The situation of one speaker is in conflict with the situation of the other speaker. It is up to the two speakers to resolve the conflict. This kind of dialog will help you to increase your English ability by using your imagination.

Practice Saying exercises are for you to practice new grammatical patterns you learned in dialogs. You should practice these patterns until they are easy for you.

Games are different kinds of activities in which you will use learned vocabulary, grammar and concepts. You will do this in more active and more practical ways than you do in the dialogs.

Good luck! Enjoy these lessons and your visit to Tamarind City.

M.C.

Honolulu, Hawaii
August 1977
In this first unit you will become acquainted with the kinds of activities you will find in the Speakeasy lessons. These activities are described in the section To the Student, at the beginning of this volume.

Specifically, in Unit I you will get to know the other students in the class. You will learn how to introduce each other and how to ask about each other. You will also meet some of the people in Tamarind City on Mahimahi Island.

You will learn how to ask and answer questions about where someone is living and questions about working and having a job.

Finally, you will learn to identify some classroom objects.
UNIT I OUTLINE

These are the lessons you are going to study in Unit I. When you finish each lesson, turn back to this page. Check each item in the lesson when you can do it well. (Tri)

Lesson 1  SELF'INTRODUCTIONS

Give your name, address, and telephone number.
Give titles to all people in the classroom.

Introduce yourself:

My name is ____________
I'm an English student.
I'm a nursing aide.

Lesson 2  MEETING NEW FRIENDS

Ask and answer:

Where are you from?  (I'm from ____________)
Where do you live/work/study?  (I live/work/study in/at ____________)
Introduce yourself in conversation.

Ask and answer:

How are you?  (I'm fine, thank you.)
Lesson 3  IDENTIFYING PEOPLE AND THINGS

Ask and answer:

Who's that?  
(I don't know.)

Where does he live?  
(He lives in/on/at ___.)

Is she a nursing aide?  
(Yes, she is.
No, she isn't.)

What is he?  What are they?  
(He's a typist.
They're typists.)

What is this/that?  
(It's a pencil.)

What are these/those?  
(They're pencils.)

Lesson 4  INTRODUCING OTHER PEOPLE

Introduce a friend to another friend.

Ask and answer:

Do you live/work/study in/on/at ___?  
(Yes.)

Do you have a job?  
(Yes. I do.
No, I don't have a job.)

What do you do?  
(I'm a typist.)

"Do You" Game:  Ask and answer:

Do you ___?  
(Yes, I do.
No, I don't.)

Lesson 5  REVIEW EXERCISES
Lesson 1  SELF INTRODUCTIONS

Teacher: My name is

PRACTICE SAYING
(Write all on the blackboard.)

What's your name?
My name is

How do you spell it?
A-L-I-C-E C-H-O-N-G.

What's your address?

What's your telephone number?

Titles:

Mr.  mister  for men
Ms.  miss  for women
Mrs.  missus  for married women
Miss  miss  for unmarried women
(and sometimes for any young woman)

Write down all the names of the students in the class.
(See the following pages.)

Learn to say your name and address in the correct order:
given name  family name
(first name & middle name)  (last name)
street number  street,  apartment number
city  state  zip code

Learn to say them smoothly and accurately.  (Tr3)

(For all the numbers, see REF 2-3, NUMBERS.)
Lesson 1 continued

MEMBERS OF THE CLASS

Teacher:

<table>
<thead>
<tr>
<th>(Title)</th>
<th>(Name)</th>
</tr>
</thead>
</table>

Address: (Number) (Street) (Apartment)

<table>
<thead>
<tr>
<th>(City)</th>
<th>(State)</th>
<th>(Zip Code)</th>
<th>(Telephone)</th>
</tr>
</thead>
</table>

Students:

1. 

2. 

3. 

4. 

5.
Lesson 1 Continued  INTRODUCING YOURSELF

(The names of the students are on the blackboard.)

**DIALOG 1**

**AX** Hello. My name is A X.

**BY** It's nice to meet you, Mrs. X.

My name is B Y.

**AX** Nice to meet you, Mr. Y.

Men shake hands. (A woman shakes hands if a man extends his hand. If a woman extends her hand first, the other person shakes hands.) (Tr4)

Practice shaking hands in dialog 1.

**DIALOG 2**

**AX** Hello. My name is A X.

I'm an English student.

**BY** It's nice to meet you, Mrs. X.

My name is B Y.

I'm an English student, too.

**AX** Nice to meet you, Mr. Y.

**DIALOG 3**

**AX** Hello. My name is A X.

I'm a nursing aide.

**BY** It's nice to meet you, Mrs. X.

My name is B Y.

I'm a nursing aide, too.

**AX** Nice to meet you, Mr. Y.
Lesson 1 continued.

**TALK-AND-LISTEN CARDS**

One student has Card A and another student has Card B. The student with Card A begins the conversation. Student A chooses "I'm an English student," or "I'm a nursing aide." If Student A chooses "I'm a nursing aide," then Student B must choose "I'm a nursing aide, too." (TR5)

**CARD A**

A: Hello. My name is ____________________________
  
  "I'm an English student."
  "I'm a nursing aide."

B: ____________________________

A: Nice to meet you, ____________________________

**CARD B**

A: ____________________________

B: It's nice to meet you, ____________________________

  My name is ____________________________
  "I'm an English student, too."
  "I'm a nursing aide, too."

A: ____________________________
Lesson 2  MEETING NEW FRIENDS

**DIALOG 1**

**AX** Where are you from?

**BY** I'm from California.

Where are you from?

**AX** I'm from Korea. the Philippines. Viet-Nam.

**DIALOG 2**

**AX** Where do you live?

**BY** I live in Tamarind City.

Where do you live?

**AX** I live in Honolulu. in Waipahu. in Kaneohe. in Kalihi. in Waikiki.

**DIALOG 3**

**AX** Where do you work?

**BY** I work at Pilikia Nui Hospital.

Where do you work?

**AX** I work at Leilani Hospital. at Tripler Hospital. at Opunui Restaurant.

**DIALOG 4**

**AX** Where do you study?

**BY** I study at Honolulu Community College.

Where do you study?

**AX** I study at Honolulu Community College, too.
Lesson 2 continued

Alice Chöng is a nursing aide. She lives in Tamarind City. She has a new apartment in the Hibiscus Court Apartments on Nene Street. Her address is 1207 Nene Street, Apt. 410.

**DIALOG 8**

AC Hello. My name is Alice Chöng.
I live in apartment 410.

MW It’s nice to meet you, Alice.
My name is Mary Watanabe.
I live in apartment 409.

AC It’s nice to meet you, too, Mary.
See you again.

**PRACTICE SAYING**

My name is ________________
I live at ________________

**DIALOG 9**

AC Hello. My name is Alice Chöng.
I live in apartment 410.

JJ It’s nice to meet you, Alice.
My name is Jim Johnson.
I live in apartment 206.
I’m a nursing aide at Pilikia Nui Hospital.

AC It’s nice to meet you, Jim.
I’m a nursing aide at Pilikia Nui Hospital, too.

JJ Oh, then I’ll see you a lot.

Find Nene Street, Hibiscus Court Apartments, and Pilikia Nui Hospital on your map of Tamarind City. Your map is in the middle of your Reference book.
Lesson 2 continued

**FREE DIALOG** (Close your books and notebooks.)

Two students in the class greet each other and introduce themselves. Student A begins. Use any sentences you know that are appropriate. (Tr6)

**DIALOG 10**

AC Hi, Mary.
MW Hi, Alice.
AC How are you?
MW I'm fine, thank you. How about you?
AC I'm fine, thanks.

Practice Dialog 10 until it's easy.

**DIALOG 11**

AC Say, where do you work?
MW I work at Mango Tree Elementary School. I'm a teacher.
Where do you work?
AC I work at Pilikia Nui Hospital. I'm a nursing aide.
See you later, Mary.
MW Yes, see you later, Alice.

Practice Dialogs 10 and 11 together.

**FREE DIALOG**

Two students in the class greet each other.
LEsson 3 IDENTIFYING PEOPLE AND THINGS

PRACTICE SAYING

Alice Chong  Mary Watanabe  Jim Johnson  Suzie Chong

A

Who's that?
Where does she live?

Who's that?
Where does she live?

Who's that?
Where does he live?

Who's that?
Where does she live?

Who's that?
Is she a nursing aide?

Who's that?
Is she a nursing aide?

Who's that?
Is she a nursing aide?

B

That's Alice Chong.
She lives in Tamarind City.
on Nene Street.
at 1207 Nene Street.

That's Mary Watanabe.
She lives in Tamarind City.
on Nene Street.
at 1207 Nene Street.

That's Jim Johnson.
He lives on Nene Street.
at 1207 Nene Street.
in apartment 206.

That's Suzie Chong.
She lives on Nene Street.
at 1207 Nene Street.
in apartment 410.

I

That's Alice Chong.
Yes, she is.

That's Mary Watanabe.
No, she isn't. She's a teacher.

That's Suzie Chong.
I don't know.
Lesson 3 continued

A

Who's that?
Is she a student?

Who's that?
Is he a student?

Who's that?
Is she a nursing aide?

Who's that?
Is he a teacher?

Who's that?
Is she a nurse?

Who's that?
Is he a doctor?

B

That's ________ ________
Yes, she is.

That's ________ ________
Yes, he is.

That's ________ ________
Yes, she is.

That's ________ ________
No, he isn't. He's a student.

That's ________ ________
No, she isn't. She's a
nursing aide.

That's ________ ________
No, he isn't. He's a nursing
aide.

Do not ask, "Who's that?" about somebody who can hear you. It's not polite. (Tr7)
Lesson 3 continued

**Dialog 12**

**MN** Hi, Alice.

**AC** Hi, Mary.

**MN** Who's that over there?

**AC** That's Jim Johnson.

**MN** What is he?

**AC** He's a nursing aide.

**MN** And who's that?

**AC** That's Marvin Kim.

**MN** He's Jim's friend.

**MN** What is he?

**AC** I don't know. He's not a nursing aide.

**Practice Saying**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are they?</td>
<td>They're students</td>
</tr>
<tr>
<td></td>
<td>nursing aides</td>
</tr>
<tr>
<td>What's this?</td>
<td>It's a pencil</td>
</tr>
<tr>
<td></td>
<td>chalk</td>
</tr>
<tr>
<td>What's that?</td>
<td>It's a dictionary</td>
</tr>
<tr>
<td></td>
<td>paper</td>
</tr>
<tr>
<td>What are these?</td>
<td>They're pencils</td>
</tr>
<tr>
<td>What are those?</td>
<td>They're dictionaries</td>
</tr>
<tr>
<td>I'm sorry, I don't understand.</td>
<td>They're dictionaries.</td>
</tr>
<tr>
<td>What are they?</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3 continued

A Is he a student?
B Yes, he is.
   He studies at the school.

A Is she a student?
B No, she's a teacher.
   She works at the school.

A Is he a nursing aide?
B Yes, he is.
   He works at the hospital.

A Is she a nursing aide?
B No, she's a nurse.
   She works at the hospital.

A Is he a doctor?
B Yes, he is.
   He works at the hospital.

A Is she a doctor?
B No, she's a typist.
   She works at the city hall.
Lesson 4 INTRDUCING OTHER PEOPLE

Suzie Chong is Alice Chong's sister. Suzie lives with Alice in apartment 410.

DIALOG 13

AC Jim, this is my sister Suzie.
Suzie, this is Jim Johnson.
JJ Hello, Suzie. I'm glad to meet you.
SC Hello, Jim. I'm glad to meet you, too.
Are you a nursing aide?
JJ Yes, I am.
Are you a nursing aide?
SC No, I'm a typist.

DIALOG 14

AC Mary, this is my sister Suzie.
Suzie, this is Mary Watanabe.
MW Hello, Suzie. I'm glad to meet you.
SC Hello, Mary. I'm glad to meet you, too.
Where do you live?
MW I live in apartment 409.
Do you live with Alice?
SC Yes, I do.
MW Do you work at Pilikia Nui Hospital?
SC No, I don't.
I work at Tamarihd City Hall.
Lesson 4 continued

**Practice Saying**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you live in Hawaii?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>Do you live in Honolulu?</td>
<td>No, I don't.</td>
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<tr>
<td>Do you live in Kalihi?</td>
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<tr>
<td>in Viet-Nam?</td>
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<td>Do you live in Mahimahi?</td>
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<td>Do you live on King Street?</td>
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<td>on King?</td>
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<td>on Nene Street?</td>
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<td>on Kalihi Street?</td>
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<td>on Kalihi?</td>
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<tr>
<td>Do you live at?</td>
<td>(Give your classmates's correct address.)</td>
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<tr>
<td>Do you live at 1207 Nene Street?</td>
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<td>at the college?</td>
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<tr>
<td>Do you study at Honolulu Community College?</td>
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<td>at the college?</td>
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<tr>
<td>Do you study at Tamarind Community College?</td>
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<td>at Kapiolani Community College?</td>
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<tr>
<td>at the University of Hawaii?</td>
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<tr>
<td>at the university?</td>
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<tr>
<td>Do you work at Tripler Hospital?</td>
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<tr>
<td>at the hospital?</td>
<td></td>
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<tr>
<td>Do you work at Pilikia Nui Hospital?</td>
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<tr>
<td>at Mango Tree Elementary School?</td>
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<tr>
<td>at Tamarind City Hall?</td>
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<td>at the school?</td>
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<tr>
<td>at the city hall?</td>
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<tr>
<td>Do you work in Maternity?</td>
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<td>in the maternity ward?</td>
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<td>in the office?</td>
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<td>in the lab?</td>
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</tbody>
</table>
Lesson 4 continued

A Where do you live?
B I live in Hawaii.
   on Oahu.
   in Honolulu.
   on Ninth Avenue.
   at 999 Ninth Avenue.
   in an apartment.

I live in Hawaii, in Honolulu, on Ninth Avenue, in an apartment.

I live in an apartment on Ninth Avenue in Honolulu in Hawaii.

I live on the mainland, in California.

FREE DIALOG

Student A introduces Student B and Student C. Students B and C talk.

"DO YOU" GAME

Student A asks other students DO YOU questions. Each question that gets a "Yes, I do" answer counts 1 point. When Student A gets a "No, I don't" answer, Student A gives up the turn to the next student. If Student A asks an ungrammatical question such as "Do you study Honolulu Community College?" or "Do you live at Honolulu?", student A gets -1 point and gives up the turn to the next student.

(Tr8)
Lesson 4 continued

DO YOU HAVE?

**DIALOG 14**

**JJ** Hi, Susie.

How are you today?

**SC** I'm fine, thanks, Jim.

How are you?

**JJ** Fine, thanks.

Susie, do you have a job?

**SC** Yes, I do.

**JJ** What do you do?

**SC** I'm a typist at Tamarind City Hall.

Do you have a job?

**JJ** Yes, I work at Pilikia Nui Hospital.

**SC** What do you do?

**JJ** I'm a nursing aide.

**DIALOG 15**

Mary is knocking on Alice's door. Alice opens the door.

**AC** Oh hi, Mary.

Come in.

**MW** Excuse me, Alice. Do you have a dictionary?

**AC** Yes, I do. (Alice gets the dictionary.)

Here it is.

**MW** Thank you.

I'll bring it back later.
Lesson 4 continued

**Practice saying**

**A**

Do you have a notebook? Yes, I do.
I have a notebook.

Do you have a book? a pencil? a pen? a bag? Yes, I do. I have paper.

Do you have paper? chalk? shoes?

**Dialog IT**

AC Suzie, I'm writing a letter,
but I don't have a pen.

Do you have a pen?

SC Yes, I have a pen.

Here it is.

AS Thank You.

**Practice saying**

**A**

Do you have a dictionary? No, I don't.
I don't have a dictionary.

Do you have a bag? a pen? a pencil? a sweater?

Do you have paper? chalk? socks? stocking?

No, I don't. I don't have paper.
Lesson 5 REVIEW EXERCISES

Students close all books and notebooks.

ANSWERING QUESTIONS

1. about oneself

Students should be able to answer correctly with little hesitation. Use the correct order with names (first name followed by last name).

What's your name? (My name is ______.)

What's your address? (My address is ______.)

What's your telephone number? (My telephone number is ______.)

2. about other students

By this time, students should know each other's names.

Who's that? (across the room) (That's ______ ______.)

Is she/he a student? (Yes, she/he is.)

Is she/he a doctor? (No, she/he isn't. She's/He's a student.)

ASKING AND ANSWERING QUESTIONS

Student A asks Student B, Student B asks Student C, etc., for each question.

1. Where are you from? (I'm from ______.)

2. Where do you live? (I live in/at ______.)

   Where do you work? (I work at ______.)

   Where do you study? (I study at ______.)

3. Do you live in ____? (Yes, I do. / No, I don't.)

4. Do you have a ____? (Yes, I do. / No, I don't.)
Lesson 5 continued

**SITUATION DIALOGS**

(Try) Use individual cards.

### Situation 1-1

A You are a student. You study English. You meet someone you don't know.
   - Greet the other person.
   - Give your name.

B You are a student. You study English. You meet someone you don't know. That person greets you first.

### Situation 1-2

A You are a nursing aide. You meet someone you don't know.
   - Greet the other person.
   - Give your name.
   - Say that you're a nursing aide.

B You are a typist. You meet someone you don't know. That person greets you first.

### Situation 1-3

A You meet someone you don't know.
   - Greet the other person.
   - Give your name.
   - Say where you live.

B You meet someone you don't know. That person greets you first.
Lesson 5 continued

Situation I-4

A  You work at Leiland Hospital. You meet a friend. You don't know where your friend works.
   Greet your friend.
   Ask where your friend works.

B  You work at City Hall. You meet a friend. Your friend greets you first.

Situation I-5

A  You are walking with your friend (B). You and your friend meet another friend (C). B and C do not know each other.
   Introduce B and C.

B  You are walking with your friend (A). You meet someone (C) who is A's friend. You do not know C.

C  You are walking. You meet your friend (A). A is with someone (B) who is A's friend. You do not know B.
UNIT II
TAKE YOUR TIME

PREVIEW

In Unit II you will learn to tell time and ask and answer questions about time and numbers. You will learn the days of the week and the months of the year.

You will talk about where someone is going and when they are going. You will study some everyday activities and talk about what someone is doing. You will learn about possession.

In Lesson 4 you will be introduced to the Past Tense. You will talk about yesterday and last year and you will learn some adjectives.
Lesson 1  TELLING TIME

Ask and answer:

__ What time is it?  (It's 7:15.)
__ Where are you going?  (I'm going to ___)
__ How many students are there in the room?  (There are 14 students.)
__ Count from 1 to 100.

"Timing" Game:

__ Name all the students as fast as you can.
__ Ask:  What time is it now?
__ Time another student saying names.

Assignment:

__ Ask three English speakers the time.
__ Call the time on the telephone.
__ Listen to the radio for the time.
Lesson 2  DAYS AND MONTHS
WHAT TIME ARE YOU GOING HOMEN?

Ask and answer:

- What day is today/tomorrow/the next day?   (It's ___.)
- What day is the day after tomorrow?   (It's Friday.)
- What month is this? What's next month?   (It's July. It's August.)
- What year is this? What's next year?   (It's 1977. It's 1978.)
- What's the date today?   (It's July 14, 1977.)
- How many days are there in a week?   (There are 7.)
- Name the days of the week.   (calendar)
- Name the months of the year.

Ask and answer:

- What time are you going to school/home?   (At 8:30.)   (At 5:00.)
- What time is it?   (It's time to get up.)
- Are you going home now?   (No, not yet.)
- Does he have a job?   (Yes, he does. No, he doesn't.)
- Do you have a key?   (No, I don't.)
Outline continued.

Lesson 3 WHEN DO YOU STUDY? WHAT ARE YOU DOING?

Ask and answer:

What time do you get up? (At 6:00.)
What hours/days do you work? (From 8 to 5.) (Monday through Friday.)
What night? (Friday night.)
When are you going to dinner? (At 6:30.)
When are you going to Poi City? (Saturday. I'm going on Saturday.)
I'll go.

What are you doing? (I'm reading.)
What is she doing? (She's eating.)
What are they doing? (They're walking to work.)

"Doing" Games: Ask and answer:

What are you doing? (I'm reading a book.)
What is she doing? (She's reading a book.)
What am I doing? (No, I'm not.
Are you singing a song? Yes, I'm singing a song.)

Name the meals for each time of day.
Lesson 4  YESTERDAY AND TODAY

Ask and answer:

- What day was yesterday? (Wednesday.)
- What day was the day before yesterday? (Tuesday.)
- What month was last month? (June.)
- What month was the month before last? (May.)
- What year was last year? (1976.)
- What year was the year before last? (1975.)
- Was she sick last week? (Yes, she was.)
- Is she sick this week? (No, she isn't.)
- Were you tired yesterday? (Yes, I was.)
- Are you tired today? (No, I'm not.)
- Were you a student last year? (No, I wasn't.)
- Are you a student this year? (Yes, I am.)
- Were you downtown yesterday? (Yes, I was.)
- Were you at home yesterday? (No, I was at school.)

Lesson 5  REVIEW EXERCISES
Lesson 1  TELLING TIME

**DIALOG 1**

MW  Good morning, Alice.

AC  Good morning, Mary.

MW  Alice, this is my husband Richard.

AC  Hello, Richard.

MW  My friend Alice Chong.

AC  Hello, Richard.

MW  I'm glad to meet you.

RW  Hello, Alice.

MW  I'm glad to meet you, too.

**DIALOG 2**

RW  Excuse me, Alice.

AC  What time is it, please?

RW  It's 7:15.

AC  Where are you going, Richard?

RW  I'm going to school.

AC  Good-bye, Richard. Bye, Mary.

RW  Good-bye, Alice.

MW  Good-bye, Alice.

Practice Dialogs 1 and 2 together.
Lesson 1 continued

TALK-AND-LISTEN CARDS

CARD A

A: Good morning, (B) .

B: ........

A: (B), this is my friend (C) .

(C), this is (B) .

B: ........

C: ........

A: Excuse me, (B), what time is it, please?

B: ........

C: ........

B: ........

C: ........

A: Good-bye, (B) .
Lesson 1 continued

CARD B

A:  
B: Good morning,  (A)  
A:  
B: Hello,  (C)  I'm glad to meet you.  
C:  
A:  
B: It's 7:15. Where are you going,  (C)  ?  
C:  
B: Good-bye,  (C)  Bye,  (A)  
C:  
A:  

CARD C

A:  
B:  
A:  
B:  
C: Hello,  (B)  I'm glad to meet you, too.  
A:  
B:  
C: I'm going to school.  
B:  
C: Good-bye,  (B)  
A:  

II
Lesson 1 continued

**DIALOG 3**

SC  Good morning, Mary.
MW  Good morning, Suzie.
SC  What time is it, please?
MW  It's 7:30.
SC  Where are you going?
MW  I'm going to work.
SC  Where are you going?
MW  I'm going to work, too.
SC  Good-bye, Mary.
MW  Good-bye, Suzie.

**DIALOG 4**

Mary Watanabe is a teacher at Mango Tree Elementary School. She is at her school now. She meets Helen Souza, another teacher.

MW  Good morning, Helen.
HS  Good morning, Mary.
MW  What time is it now?
HS  It's 8 o'clock.
MW  It's time to go to class.
HS  Yes. Let's go.

**FREE DIALOG**

Two students meet and talk. Student A asks about the time.
Lesson 1 continued

**Practice Saying**

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<td>1</td>
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<td>9</td>
<td>nine</td>
<td>19</td>
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<tr>
<td>10</td>
<td>ten</td>
<td>20</td>
</tr>
</tbody>
</table>

thirteen - thirty

(See REF 2-3 for more numbers.)

A. What time is it?
B. It's one o'clock.

A. What time is it?
B. It's one fifteen.

A. What time is it?
B. It's one thirty.

A. What time is it?
It's one forty-five.
Lesson 1 continued

There are 24 hours in one day.
There are 60 minutes in one hour.
There are 60 seconds in one minute.

This is a clock.

Some clocks and watches don't have a second hand.

A

How many hours are there in a day? There are 24.
How many minutes are there in an hour? There are 60.
How many seconds are there in a minute? There are 60.
How many hands are there on this clock? There are 3.

B

How many people are there in the room?
How many students are there in the room?
How many teachers are there in the room? There is one.

(Read about TELLING TIME in REF 4-8.)
Lesson 1 continued

Practice with a clock with movable hands:

A What time is it?  
B It's _____

"TIMING" GAME

Three students play at a time, Student A, Student B, and Student C.

Student A: Name all the students in the room, first and last names, as fast as you can. Before you begin, ask Student B, "What time is it?" When you finish, ask Student B, "What time is it now?"

Student B: Use a watch with a second hand and time Student A.

Student C: Listen to Student A to check if all the names are correct.

How many seconds did Student A take to say all the names?

(Tr1)

ASSIGNMENTS

1. Practice asking the time and telling the time. Before you come to class next time, ask three native English speakers the time.

2. Call the time on the telephone. Dial this number: 543-3211. You will hear a recording which will tell you the time. Practice calling this number every day until you can understand the recording perfectly.

   The telephone number for the time of day can be found in any telephone directory in any city.

3. Listen to English radio programs. Do the radio broadcasters use a.m. and p.m. when they give the time? Write down what you hear when the time is given. Usually the time is given very often in the mornings. Why is this?

(Tr2)

(See REF 9 for MILITARY TIME.)  
(For expressions about time, see REF 10-11. (Tr3))
Lesson 2  DAYS AND MONTHS
WHAT TIME ARE YOU GOING HOME?

PRACTICE SAYING

These are the days of the week:

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

(See REF 12 for abbreviations for the days.)

Today is (Tuesday).

Tomorrow is (Wednesday).

The next day is (Thursday).

The day after tomorrow is (Thursday).

What day is today? Today is . It's .

What day is tomorrow?

What day is the next day?

What day is the next day?

How many days are there in a week?

Name each day as fast as possible, going around the class:
Student A says "Sunday", Student B says "Monday", etc., If needed, go around the class until each student has said every day of the week.

This is a calendar:

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<td>30</td>
<td>31</td>
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</tbody>
</table>
Lesson 2 continued

These are the months of the year:

January          July  (See REF 12 for abbreviations.)
February         August
March            September
April             October
May                November
June                December

This month is  
Next month is  
The next month is  

A

What month is this?  It's 
What's next month?  
What's the next month?  
What's the next month?  
How many months are there in a year?  

Name the months, going around the class.

What year is this?  It's 
What's next year?  
What's the next year?  
What's the date today?  It's (month) (day no.), (year)  
How many days are there in this month?  
How many days are there in May?  
How many days are there in June?
Lesson 2 continued.

**Dialog 5**

AC  Good morning, Richard.
RW  Good morning, Alice.
AC  Excuse me, what time is it?
RW  It's 10 minutes after 8.
AC  What time are you going to school?
RW  At 8:30.
AC  Do you have a class at 8:30?
RW  No. I have a class at 9:00.

**Dialog 6**

RW  Where are you going now?
AC  I'm going to the manager's apartment.
    I don't have a key.
RW  Oh. Have a good day, Alice.
AC  Thank you, Richard. You have a good day, too.

Practice Dialogs 5 and 6 together.
Lesson 2 continued

**DIALOG 7**

Mr. Lee is the manager of the Hibiscus Court Apartments. Alice goes to Mr. Lee's apartment and knocks on the door. Mr. Lee opens the door.

**AC** Good morning, Mr. Lee.

**MrL** Good morning, Miss Chong.

Can I help you?

**AC** Yes, Mr. Lee.

I don't have a key for my apartment.

**MrL** You don't.

Does your sister have a key?  

**EXTRA**

**AC** Yes, she does, but I don't.

**MrL** I'll bring you a key.

**AC** What time are you bringing the key?

**MrL** How about 11 o'clock?

**AC** That's OK.

Thank you, Mr. Lee. Good-bye.

**MrL** Good-bye, Miss Chong.

Do Dialog 7, first without the EXTRA section, then with the EXTRA section.
Lesson 2 continued.

**DIALOG 1**

Suzie is ready to go to work. Alice is still sleeping.

**SC** Good morning, Alice. It's time to get up.

**AC** What time is it?

**SC** It's 7:15.

**AC** What time are you going to work?

**SC** At 7:30.

Come on now. Get up!

**AC** I'm getting up.

**SC** OK.

**DIALOG 2**

It's afternoon. Mary is at Mango Tree Elementary School.

**MW** Hi, Helen.

**HS** Hi, Mary.

**MW** Are you going home now?

**HS** No, not yet.

**MW** What time are you going home?

**HS** At 3:30.

Are you going home now?

**MW** Yes. Bye, Helen.

**HS** Bye-bye, Mary.

**FREE DIALOG**

Have conversations about time and activities. Use any sentences you know that are appropriate. (Tr4)
Lesson 2 continued

PRACTICE SAYING

A

What time is it?

What time is it?

It's time to go to school.

What time is it?

It's time to go to class.

What time is it?

It's time to go home.

What time is it?

DO NOT SAY: It's time to go to home.

B

It's 6:30 in the morning.
It's time to get up.

It's 7 a.m.
It's time to go to work.

It's ____________

Do you have the time?

What time is it?

Do you have a key?

Does your sister have a key?

Does Mrs. Lee have a key?

Does Suzie Chong have a job?

Does Mrs. Lee have a job?

Ask each other:

Does Mr. ___ have a pencil?

Does Mrs. ___ have a dictionary?

Does Miss ___ have a sweater?

Yes. It's two o'clock.

Yes. It's two o'clock.

No.

No, I don't.

No, I don't have a key.

Yes.

Yes, she does.

Yes, she has a key.

No.

No, she doesn't.

No, she doesn't have a key.

Yes.

Yes, she does.

Yes, she has a job at City Hall.

No.

No, she doesn't.

No, she doesn't have a job.
Lesson 3  WHEN DO YOU STUDY?  WHAT ARE YOU DOING?

**DIALOG 10**

Victoriano Cruz lives with Jim Johnson in apartment 206. Suzie meets Victoriano on the first floor in the morning.

SC  Hi, Victoriano.
VC  Hi, Suzie.

SC  Victoriano, are you a student?
VC  Yes. I'm a student at Tamarind Community College.

SC  Do you have a job, too?
VC  Yes. I have a job at Opunui Restaurant.

**DIALOG 11**

SC  Are you a cook?  EXTRA
VC  No, I'm not a cook!  
I'm a waiter. I wait on tables.

SC  Do you work in the evening?
VC  Yes, I go to work at 4:30 in the afternoon.

SC  What time do you come home?
VC  At 9:30 or 10:00 at night.

SC  Oh, that's late!

See you later, Victoriano.

VC  Yeah, see you later, Suzie.

Practice Dialog 11, first without the EXTRA section, then with the EXTRA section.

Practice Dialogs 10 and 11 together.
Lesson 3 continued

**DIALOG 12**

Alice is walking on Banyan Tree Street. She meets Victoriano.

AC Good afternoon, Victoriano.

VC Good afternoon, Alice.

AC What time is it, please?

VC It's 4:00.

AC Where are you going?

VC I'm going to work.

AC Where do you work?

VC At Opunui Restaurant.

AC Where are you going?

VC I'm going home.

AC OK, bye, Alice.

VC Bye, Victoriano.

**DIALOG 13**

Alice meets Richard.

AC Good afternoon, Richard.

Are you going to work?

RN Good afternoon, Alice.

Yes, I'm going to work.

AC What hours do you work?

RN I work from 5:00 to midnight, six nights a week.

AC When do you study?

RN In the afternoon.
Lesson 3 continued

PRACTICE SAYING

A
What time do you get up? At ______.
When do you get up?
What time do you go to work?
When do you go to school?
When do you study?
When do you eat breakfast?
When do you eat lunch?
When do you eat dinner?
Do you have a snack in the afternoon?
What time do you have your snack?

B
At 7:00. / At 7 a.m.
At noon.
In the morning.
At ______.
In the evening.

Breakfast is the morning meal,
the first meal of the day.
Lunch is the noon meal.
Dinner/Supper is the evening meal.

What hours do you work?

What hours do you go to school?

What hours do you have classes?

What days do you go to school?

Monday through Friday = Monday, Tuesday, Wednesday, Thursday, Friday.

What days do you work?
Lesson 3 continued

**TALK-AND-LISTEN CARDS**

**CARD A**

A: When do you
   get up?
go to work?
go to school?
study at home?

B: ........

A: When do you eat
   your snack?
breakfast?
lunch?
dinner?

B: ........

**CARD B**

A: ..................

B: At ________.

A: ...........

B: At ________ in the evening.
At ________ in the morning.
At 12:00 noon.

**CARD A**

A: What hours do you
   work?
study at home?
go to school?
have classes?

B: ........

**CARD B**

A: ........

B: From ________ to
   ________ through ________.
Lesson 3 continued

TALK-AND-LISTEN CARDS

CARD A

A: Good afternoon, B.
   Good evening, B.
   Good morning, B.

B: 

A: What time is it?

B: 

A: Where are you going?

B: 

A: Oh. Good night, B.
   Good-bye, B.

CARD B

A: 

B: Good morning, A.
   Good evening, A.
   Good afternoon, A.

A: 

B: It's 7 p.m.
   It's 2:30.
   It's 7 a.m.

A: 

B: I'm going to class.
   I'm going home.
   I'm going to work.

A: 

B: Good-bye, A.
   Good night, A.
Lesson 3 continued WHAT ARE YOU DOING?

PRACTICE SAYING

She's studying.
She's studying her lesson.

He's reading.
He's reading his book.

They're singing.
They're singing a song.

She's eating.
She's eating breakfast.

DIALOG 14

It's Saturday morning in Tamarind City.

VC What are you doing, Jim?

JJ I'm eating my breakfast.

What are you doing?

VC I'm studying.

JJ Are you going to school today?

VC No, I'm staying at home.
Lesson 3 continued

PRACTICE SAVING

A What are they doing?
B They're sitting.
They're sitting in class.

A What is he doing?
B He's sitting in the bus.
He's riding on the bus.

A What is she doing?
B She's walking.
She's walking on the street.
She's walking to work.

Study more activities with pictures.

DIALOG 15

AC What are you doing, Susie?
SC I'm looking out the window.

AC What's he doing?
SC He's walking on the street.

AC Where's he going?
SC I don't know.
Lesson 3 continued

"DOING" GAME

GAME 1
Student A acts out an activity (for example, reading, walking, or eating).

Student B asks: What are you doing?
Student A answers: I'm ______ (Name the activity.)

Student C asks Student B: What is she/he doing?
Student B answers: She's/He's ______.

GAME 2
Student A acts out an activity.
Student A asks: What am I doing?
Student B asks: Are you ______? (Name an activity.)
Student A answers: Yes, I'm ______
    or No, I'm not.

Student B or other students ask until Student A can answer:
    Yes, I'm ______

(See REP 11 for PEOPLE DOING THINGS.)

FREE DIALOG

Talk about time and what you're doing.
Lesson 3 continued

**Dialog 16**

It's 7:10 p.m. Alice is coming home. She meets Victoriano on Nene Street.

VC Good evening, Alice.
AC Good evening, Victoriano.
VC Are you working this week?
AC No, not yet.
VC When are you starting your job?
AC Next week.
VC Oh, good. Good-bye, Alice.
AC Bye, Victoriano.

**Dialog 17**

Alice goes into the Hibiscus Court Apartments and goes up the elevator. She meets Mary on the 4th floor.

MW Hi, Alice.
AC Hi, Mary.
MW When are you starting work?
AC Next week.
MW I'm starting my job at the hospital next week.
AC Good luck, Alice.
MW Thank you, Mary.
AC See you later.
MW See you later, Alice.
Lesson 3 continued

Alice goes into her apartment.
AC Hi, Suzie. I'm home.
SC Oh, good. You're back.
AC What are you doing?
SC I'm writing on the calendar.
Jim and I have a date next week.
We're going to dinner.
AC What night?
SC Friday night.
AC Oh, great.
Lesson 3 continued

PRACTICE SAYING

A

When are you starting your job?

When is your first day?

When are you going home?

When are you going to Honolulu?

When are you going to California?

When are you going to Makaha?

When are you going to Sea Life Park?

When are you going to Ala Moana?

When are you going to the beach?

When will you start work?

What is the first day on your job?

When will you go downtown?

When will you go to Honolulu?

When will you go to California?

When will you go to Makaha?

When will you go to Sea Life Park?

When will you go to Ala Moana?

When will you go to the beach?

B

Next week. On Monday.

I'm starting next week.

I'll start next week.

Next Saturday.

On Saturday.

I'm going next Saturday.

I'll go on Saturday.

Tomorrow.

At 6:30.

I'm going at 6:30.

I'll go at 6:30.

Next month.

Next year.

Tomorrow.

On Saturday.
Lesson 4    YESTERDAY AND TODAY

PRACTICE SAYING

Today is (Tuesday), (March), (15).

Yesterday was (Monday), (March), (14).

A  What day is today?  B  Today is
    Today's
    It's

A  What day was yesterday?  B  Yesterday was
    It was

The day before yesterday was (Sunday).

Yesterday Richard was sad.

Today he's happy.

Yesterday Mary was tired.

Today she's OK.

Last week Mrs. Lee was sick.

This week she's well.
Lesson 4 continued

Yesterday Alice's dress was dirty.

Today her dress is clean.

Last year Suzie's sweater was new.

This year her sweater is old.

DIALOGUE

SC Oh, Alice, your dress is so pretty!

AC Thank you, Suzie.

Yesterday it was so dirty!

SC But it's clean now.

AC Your sweater's pretty, Suzie.

SC But it's so old!

I don't have a new sweater.
Lesson 4 continued

**DIALOGUE 20**

AC  Good morning, Mary.
NW  Good morning, Alice.
AC  How are you this morning?
NW  I'm fine, thanks.
AC  That's good. Were you tired yesterday?
NW  Yes, I was tired.

**DIALOGUE 21**

AC  Good morning, Mr. Lee.
MrL  Good morning, Miss Chong.
AC  Was Mrs. Lee sick last week?
MrL  Yes, but she's well now.
AC  Oh, that's good.

**PRACTICE SAYING**

A

| Were you tired yesterday, Mary? | Yes, I was tired yesterday. |
| Are you tired today?            | No, I'm not tired today.    |
| Were you happy yesterday, Richard? | No, I wasn't happy yesterday. |
| Are you happy today?            | Yes, I'm happy today.       |

Student A asks: Were you | sad | yesterday? |
                          | happy | last week? |
                          | tired | last Friday? |
                          | OK    | Monday?     |
                          | sick  |           |
                          | well  |           |

Student B answers with a long answer.
Lesson 4 continued

This month is (March).
Last month was (February).
The month before last was (January).
This year is (1977).
Last year was (1976).
The year before last was (1975).
The last two years were (1976) and (1975).

What month was last month?
What year was last year?

Last month Alice was a student. She was a nursing aide student.
This month she's a nursing aide.
Last year Mary was a student. This year she's a teacher.

**DIALOG 22**

Mr. L. Miss Chong, are you a nursing aide?
AC Yes, Mr. Lee, I'm a new nursing aide.

Mr. L. Oh, a new nursing aide, huh?
AC Yes, Mr. Lee. **EXTRA**

Mr. L. Were you a nursing aide last month?
AC No, I was a student.

Practice Dialog 22, first without the EXTRA section, then with the EXTRA section.
Lesson 4 continued

PRACTICE SAYING

A

Are you a student now?    Yes, I'm a student.
Were you a student last week? Yes, I was a student last week.
Were you a student last month?
Were you a student last (January)?

B

Are you a student now?    Yes, I'm a student.
Were you a student last week? Yes, I was a student last week.
Were you a student last month?
Were you a student last (January)?

No, I wasn't a student

Were you a student last year?

Are you a nursing aide now?
Were you a nursing aide last week?
Were you a nursing aide last month?
Were you a nursing aide last (January)?

Student A asks: Were you a student a nursing aide a teacher last week? last month? last year?

Student B answers with a long answer first. Next, use short answers.

Were you downtown yesterday? Yes, I was downtown.
Were you at home yesterday? No, I was at home.
Were you at school yesterday? Yes, I was at school.
Were you at work yesterday? Yes, I was at work.
Were you at the beach yesterday? Yes, I was at the beach.
Lesson 5  REVIEW EXERCISES

Students close all books and notebooks.

ANSWERING QUESTIONS

Students should be able to answer correctly with little hesitation.

1. Use a clock with movable hands.
   What time is it? (It's _____)

2. How many hours are there in a day?
   minutes in an hour?
   seconds in a minute?
   days in one week?

   How many students are there in the room?
   teachers
   people
   chairs
   windows
   dictionaries

3. Each student should be able to name all the days and months.
   What are the days of the week?
   What are the months of the year?
   What year is this?

4. Does A* have a pen? (Yes, she/he has a pen.)
   (No, she/he doesn't have a pen.)

   *Another student in the class, by name.
Lesson 5 continued

**ASKING AND ANSWERING QUESTIONS**

Student A asks Student B, Student B asks Student C, etc., for each question.

1. Does ______ have a pen?
   - (Yes, she/he does.)
   - (No, she/he doesn't.)

2. Were you a student last year?
   - (Yes, I was a student last year.)
   - (No, I wasn't a student last year.)

3. Were you ______ yesterday?
   - sad
   - happy
   - tired
   - OK
   - sick
   - well
   - (Yes, I was ______ yesterday.)
   - (No, I wasn't ______ yesterday.)
Lesson 5 continued

Use individual cards.

SITUATION DIALOGUES

Situation II - 1
A  It's morning. You meet a friend.
    You greet your friend.
    You ask the time.
    You ask where your friend is going.
    Then you part.
B  It's 7:30 in the morning. You are going to work. You meet a friend. Your friend greets you.

Situation II - 2
A  It's morning. You are at school. You meet a friend.
    You greet your friend.
    You ask the time.
    You ask what time your friend is going to class.
    Then you part.
B  It's 8:00 in the morning. You are at school. You have a class at 9:30. You meet a friend. Your friend greets you.

Situation II - 3
A  It's afternoon. You are at work. You meet a friend.
    You greet your friend.
    You ask the time.
    You ask what time your friend is going home.
    You tell your friend you are going home at 4:30.
    Then you part.
B  It's 3:30 in the afternoon. You are at work. You meet a friend. Your friend greets you.
Lesson 5 continued

Situation II - 4

A  You are at school. You meet a friend.
   You greet your friend.
   You ask how your friend is.
   You ask when your friend is going to Ala Moana.
   Then you part.

B  Today is Tuesday. You're going to Ala Moana on Saturday.
   You're at school now. You meet a friend. Your friend
   greets you.

Situation II - 5

A  You are eating lunch. You see a friend.
   You greet your friend.
   You ask if your friend has a job.
   You ask when your friend goes to work.
   You ask what hours your friend works.
   You ask when your friend goes to lunch.
   Then you say good-bye.

B  You have a job. You go to work (leave home) at 6:30 in
   the morning. You work from 7:00 to 3 p.m. You go to lunch
   at 11:30. At lunch you meet a friend. Your friend greets
   you.
UNIT III
NEEDING BREAD

This unit tells you the names of different kinds of food. It tells you how to talk about money and prices and buying groceries.

You will learn how to invite someone to dinner and to talk about the things you like and need and want.

Finally, you will learn to identify the dishes you use in eating and to identify colors.
UNIT III OUTLINE

These are the lessons you are going to study in Unit III. When you finish each lesson, check the items you can do.

Lesson 1 WHAT DO YOU LIKE?
   __ Invite someone to dinner.            (Have dinner with me.)
   __ Ask and answer:
      ___ What shall we have?              (Let's have rice.)
      ___ What's the day after tomorrow?  (It's Friday.)
      ___ What was the day before yesterday? (It was Monday.)
      ___ What do you like?               (I like fish.)
      ___ Do you like chicken?            (Yes.)
      ___ Do you like to eat/drink ___?    (Yes, I do.
            No, I don't.)
            (I do, too.
            I don't, either.)

Lesson 2 WHAT DO WE NEED?
   Ask and answer:
      ___ Do we have enough rice?         (Let's see. Yes, we do.)
      ___ Do we need more rice?           (No, we don't.)
      ___ What do we need?                (We need chicken,
                                          but we don't need rice.)
      ___ What do we need to buy?         (We need to buy ____.)

"Plan Meals" Games:
   ___ Make a list of food for breakfast, lunch, and dinner.
   ___ Write down the foods you need to buy.

III
Lesson 3

HOW MUCH MONEY DO YOU HAVE?

How much money do you have?  (I'll count it.  
I have $22 and some change.)

How much money is a nickel?  (5 cents.)

How much money is a 5-dollar bill?  (5 dollars.)

What are you buying?  (I'm buying rice.)

What are you getting?  (I'm getting rice.)

How much are you getting?  (A 5-pound bag.)

How much does the rice cost?  (It costs 41¢ a pound.)

How much is the rice?  (It's 41¢ a pound.)

How much is the 10-pound bag?  ($4.10.)

How much do the bananas cost?  (They cost 33¢ a pound.)

How much are the bananas?  (They're 33¢ a pound.)

"Noun Rummy" Game:  Ask and answer:

Do you have a cup?  (Yes, I have one.  
No, I don't have one.)

Do you have some rice?  (Yes, I have some.  
No, I don't have any.)

Assignment:

Go to the store and find out some prices.

Lesson 4

WHAT DO YOU WANT?

Name all the dishes in the lesson.

Name the colors in the lesson.
Outline continued

(Lesson 4 continued)

Ask and answer:

- Do you want a pen? (Yes, please. No, thank you.)
- Do you want some pencils?
- Do you want some paper?
- Do you want tea or coffee? (I'll have tea, please. I want tea, please.)
- Do you want apples or bananas? (I want apples.)
- Do you want an apple or a banana? (I'll have an apple.)
- What do you want? (I want some salad.)
- Did you have enough chicken? (Yes, thank you. I'll have some more, thank you.)
- Did you like the dinner? (Yes, I did. No, I didn't.)

"Color" Game: Ask and answer:

- Is this pen red or blue? (It's red.)
- What color is this pen? (It's red.)

Lesson 5 REVIEW EXERCISES
Lesson 1  WHAT DO YOU LIKE?

DIALOG 1

It's Saturday morning in Tamarind City. Alice is in Mary's apartment. They're sitting and talking and drinking coffee.

AC  What are you doing Sunday night, Mary?
MW  Oh, I don't know.
AC  Come over to our apartment, OK?
MW  OK.
AC  Have dinner with Suzie and me.
MW  Richard and I will be happy to do that.
AC  We'll be happy to have you.
MW  What time?
AC  How about 6:30?
MW  That's fine.

FREE DIALOG

Invite (ask) another student for dinner or lunch or a snack.

III.
Lesson 1 continued

**Dialog 2**

Alice goes home. Suzie is reading a book.

**AC** Hey, Suzie!

Mary and Richard are coming over tomorrow night.

**SC** Oh, good.

**AC** They're coming to dinner.

**SC** Oh, I'm glad.

**SC** What time?

**AC** At 6:30.

**SC** Let's write it on the calendar.

**AC** OK.

**Dialog 3**

**SC** What shall we have for dinner?

**AC** Let's have chicken and spinach on rice.

**SC** With coconut milk?

**AC** Yes. Chicken luau.

**SC** That will be good!

**AC** And we'll have a salad.
Lesson 1 continued

**DIALOGUE**

SC I like chicken luau.
AC I do, too.
SC Do Mary and Richard like chicken luau?
AC I don't know.
SC Let's have it, anyway.
It'll be good.

**PRACTICE SAYING**

"What are you doing Sunday night?"  "What are you doing Sunday evening?"

Tonight is (Monday) night.

A What's tonight?
B It's (Monday) night.
A What's tomorrow night?
B It's (Tuesday) night.
A What's the next night?
B It's (Wednesday) night.
A What's the day after tomorrow?
B It's (Wednesday).
A What was last night?
B It was (Sunday) night.
A What was the night before?
B It was (Saturday) night.
A What was the day before yesterday?
B It was (Saturday).
A What's tonight?
B It's (Monday) night.
A What's tomorrow night?
B It's (Tuesday) night.
A What's the next night?
B It's (Wednesday) night.
A What was yesterday?
B It was (Sunday) night.
A What was the day before?
B It was (Saturday) night.
A What was the night before?
B It was (Sunday) night.
A What was the night before last night?
B It was (Saturday) night.

III 69
Lesson 1 continued

WHAT DO YOU LIKE?

FOOD

(See KINDS OF FOOD, REF 14-17.)
Bring pictures of food to class and talk about them.

What do you like?

I like chicken for dinner.
fish
rice
salad
vegetables

I like salad for lunch.
soup
saumon
French fries
fruit

I like an apple for lunch.
a banana
a sandwich
a hamburger
a hot dog

I like ice cream for dessert.

I like coffee to drink.
tea
milk
water
fruit juice

I like to drink coffee.
milk.
water.
fruit juice.

fish
soup
saumon

A couple

coffee

A couple

fruit

A couple

Tea in a cup

Water in a glass
Lesson 1 continued

DO YOU LIKE...?

A

B

Do you like chicken? 

Yes.

Yes, I do.

Yes, I like chicken.

Do you like salad?

No.

No, I don't.

No, I don't like salad.

Do you like ice cream for dessert?

Yes, I like ice cream for dessert.

Do you like jello for dessert?

No, I don't like jello for dessert.

Do you like apples? 

Yes, I like apples.

Do you like cookies? 

Yes, I like cookies.

Do you like bananas?

Do you like an apple for lunch?

Do you like a banana for lunch?

Do you like a cookie for lunch?

A

Yes.

Yes, I do.

I do, too.

No, I don't.

I don't, either.

Do you like to drink coffee?

No, I don't.

Do you like to drink tea?

Do you like to drink milk?

Do you like to drink water?

Do you like to drink fruit juice?

Do you like to eat chicken?

No, I don't.

Do you like to eat fish?

Do you like to eat ice cream?

Do you like to eat vegetables?

Do you like to eat apples?

Do you like to eat sandwiches?

Do you like to eat hotdogs?
Lesson 2  WHAT DO WE NEED?

DIALOG 5

Mary and Richard are coming to Alice's apartment Sunday night. They're coming to dinner. Alice and Suzie are having chicken luau for dinner. They're planning the meal.

SC  Do we have enough food?
AC  Let's see.
    Do we have coconut milk?
SC  Yes, we do.
AC  Do we have chicken?
SC  No. We need chicken.
AC  Do we have spinach?
SC  No. We need spinach.
AC  Do we have rice?
SC  Yes, but we don't have enough rice. We need more rice.
Lesson 2 continued

**DIALOGUE**

AC   I'm writing a list.
      What do we need?
SC   We have coconut milk.
     We don't need coconut milk.
     But we need chicken and we need spinach.
AC   Chicken, spinach.
SC   We need more rice.
AC   Rice.
SC   And we need vegetables for salad.
AC   Yes. What shall we have in the salad?
SC   Let's have lettuce and cucumbers and tomatoes.
AC   OK. Lettuce, cucumbers, tomatoes.
SC   We have lettuce.
AC   Oh, we don't need lettuce.
Lesson 2 continued

**DIALOG 7**

SC Alice, let's have wine with dinner.

AC Alright.

SC What shall we have for dessert?

AC Let's have ice cream.

SC Ice cream and fruit.

AC OK. What kind of fruit?

SC How about strawberries?

AC That will be good.

SC And we'll have coffee with dessert.

**DIALOG 8**

AC I'm writing "ice cream" and "strawberries" on the list.

SC Don't forget wine.

AC Oh, yes! Wine.

Now we have a list of food.

SC Do we need all that food?

AC Yes, we need to buy all that food.

Practice Dialogs 6, 7 and 8 together:

What do Alice and Suzie have on their list of food?

Make a list on the blackboard.
Lesson 2 continued

TALK-AND-LISTEN CARDS

CARD A

A: What shall we have for a snack? dinner? lunch?

B: 

A: What shall we have to drink?

B: 

A: Alright.

CARD B

B: Let's have apples. chicken. cookies. fish. saimin. sandwiches.

A: 

B: Let's have coffee. coke. lemonade. milk. tea.

A: 

III
Lesson 2 continued

"PLAN MEALS" GAMES

GAME I

Divide into groups and plan meals. Each group (3 or 4 students) should plan one breakfast, one lunch, and one dinner. Use the lists of KINDS OF FOOD in your reference book (REF 14-17). Add other foods you know.

What shall we have for breakfast?
Let's have _______________________

Make a list of the foods you need for your meals. (Tri)

GAME 1a

In your group, write the name of each food on a separate card. Mix the cards and divide them in two stacks. One stack is the food you have. The other stack is the food you don't have. (Tr2)

Student A has the list of foods from Game 1 and asks Student B:

Do we have ____________________?

Student B has the cards of "have" foods, and answers:

Yes, we have ____________________
We don't need ____________________

or

No, we don't have ____________________

We need ____________________

After Student A finishes the list, Student A asks Student B:

What do we need?
What do we need to buy?

Student B answers from the cards of "have not" foods:

We need to buy ____________________

Write down the foods you need to buy.
Lesson 3  HOW MUCH MONEY DO YOU HAVE?
HOW MUCH ARE THE BANANAS?

DIALOG 9
It's Saturday afternoon in Tamarind City.
SC   We need to buy the food for tomorrow.
     We need to go to the store.
     to the supermarket.
AC   I'll be glad to go to the store.
     I'll get the food.
     the groceries.
SC   Do you have the list?
AC   Yes. It's here.

DIALOG 10
SC   Do you have money?
AC   Yes. It's in my bag.
SC   How much money do you have?
AC   I don't know.
     I'll count it.
SC   Do you need more money?
AC   I have twenty-two dollars, and some change.
SC   Oh, that's enough.

Practice Dialogs 9 and 10 together.
Lesson 3 continued

**PRACTICE SAYING**

(Study REF 18-20, MONEY.)

Practice with real money:

A What's this?       A How much money is it?
B It's
   a penny.        B It's one cent.
   a nickel.       five cents.
   a dime.         ten cents.
   a quarter.      twenty-five cents.
   a half dollar.  fifty cents.
   a dollar bill. one dollar.
   a five-dollar bill.
   five dollars.

With real money, ask:

A
B

How many
pennies are there? (Three.)

How much money is it? (Three cents.)

How many
nickels are there? (Thirty cents.)

How much money is it?

How many
quarters are there?

How much money is it?

How many
half dollars are there? (Two.)

How much money is it? (Ten dollars.)
Lesson 3 continued

**DIALOG 11**

Alice is going to the grocery store. She meets Jim.

AC Hi, Jim.
JJ Hi, Alice.
AC Where are you going?
JJ To the supermarket.
AC Where are you going?
JJ I'm going to the supermarket, too.
AC I'm buying some food for tomorrow.

**DIALOG 12**

JJ What are you buying?
AC Here's my list.

I'm buying chicken and spinach and cucumbers

and tomatoes and strawberries and ice cream and wine,

and - let's see - oh yes, rice.

What are you buying?
JJ I'm buying food for next week.

I'm buying eggs and bread and other things.
AC Here's the store.

Let's go in.

Practice Dialogs 11 and 12 together.

**FREE DIALOG**

Talk about going to the grocery store and what you're going to buy.

III
Lesson 3 continued

**DIALOG 13**

Alice and Jim are in the supermarket. They're buying groceries.

**JJ** What are you getting first?

**AC** I'm getting the rice first. I'll get it.

**JJ** How much are you getting?

**AC** I'm getting a five-pound bag. I'll get it.

**JJ** The rice is over there. Let's go over there.

**AC** Here's the rice.

**DIALOG 14**

**JJ** How much does the rice cost?

**AC** The five-pound bag is $2.30. (two dollars and 30 cents)

**JJ** How much is the ten-pound bag?

**AC** It's $4.10. (It's four dollars and ten cents)

**JJ** That's 41 cents a pound.

**AC** And the five-pound bag is 46 cents a pound.

**JJ** Get the ten-pound bag. It's cheaper.

**AC** But it's too heavy!
Lesson 3 continued

PRACTICE SAVING

How much are the bananas? They're 33 cents a pound.
the carrots? 25 cents a pound.
the potatoes? 22 cents a pound or a dollar for a 5-pound bag.
the eggs? 97 cents a dozen.
the cookies? 56 cents a box.
the pork chops? Two thirteen a pound.

How much are they? They're

How much do the bananas cost? They cost 33 cents a pound.
Lesson 1 continued

28¢ / lb.  39¢ / lb.  $2.30 / 5-lb. bag

$1.18 a carton  52¢ / qt.  $1.69 / lb.

A

How much is
the pineapple?
the celery?
the rice?
the ice cream?
the milk?
the pork?

It's
28 cents a pound.
39 cents a pound.
two 13 for a 5-pound bag.
a dollar 18 a carton.
55 cents a quart.
one 69 a pound.

B

How much is it?

How much does
the pineapple cost?
the celery
the rice
the ice cream
the milk
the pork

It's

It costs 28 cents a pound.

ASSIGNMENT

Go to the supermarket with the class, or as a homework assignment. Find out the prices of certain items. Write them down. Your teacher will tell you what items.

III
Lesson 3 continued

PRACTICE SAYING

A

I want some bananas, please. How many?

I want

| some apples. |
| some strawberries. |
| some carrots. |
| some tomatoes. |
| some cucumbers. |
| some potatoes. |
| some cookies. |
| some eggs. |
| some pork chops. |

I want some rice, please. How much?

I want

| some celery. |
| some spinach. |
| some ice cream. |
| some milk. |
| some wine. |
| some pork. |
| some chicken. |
| some bread. |

I don't want a banana. I don't want one.

I don't want any bananas. I don't want any.

I don't want any rice. I don't want any.

A

Do you have a banana?

B

Yes, I have one.

No, I don't have one.

Do you have some bananas?

Yes, I have some.

No, I don't have any.

Do you have some rice?

Yes, I have some.

No, I don't have any.

III
Lesson 3 continued

"NOUN RUMMY GAME"

Choose items from both lists below and write the items on cards. Write each item on a separate card. For example:

Make four cards for each item. Each item will be a set of four. Choose enough items so that each student will have at least 5 or 6 cards.

How to Play: Mix the cards and deal them all out so that every student has the same number of cards.

Student A asks any other student for an item that A already has:

Do you have a _____?
Do you have some _____?

If A asks correctly and the other student has the item, the other student says:
Yes, I have one.
Yes, I have some.
and gives the card to A. A can continue to ask any student for an item A already has.

If the other student doesn't have the item, the other student says:
No, I don't have one.
No, I don't have any.

Then it's B's turn to ask any student for an item B already has.

If A asks incorrectly (Do you have some cup? Do you have a rice?), the other student says, "No, I don't have one/any." and it's B's turn to ask.

When A has all four cards for an item, A puts that set aside. The player with the greatest number of complete sets wins the game.

(Tr3)

<table>
<thead>
<tr>
<th>List 1</th>
<th>List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>cup</td>
<td>rice</td>
</tr>
<tr>
<td>glass</td>
<td>bread</td>
</tr>
<tr>
<td>bowl</td>
<td>cereal</td>
</tr>
<tr>
<td>dish</td>
<td>oatmeal</td>
</tr>
<tr>
<td>plate</td>
<td>soup</td>
</tr>
<tr>
<td>spoon</td>
<td>meat</td>
</tr>
<tr>
<td>folk</td>
<td>seafood</td>
</tr>
<tr>
<td>knife</td>
<td>spinach</td>
</tr>
<tr>
<td>pencil</td>
<td>parsley</td>
</tr>
<tr>
<td>notebook</td>
<td>celery</td>
</tr>
<tr>
<td>pencil</td>
<td>flour</td>
</tr>
</tbody>
</table>
Lesson 4  WHAT DO YOU WANT?

**DIALOG 19**

It's Sunday in Tamarind City. Alice and Susie are getting dinner ready.

AC  What are you doing, Susie?

SC  I'm cutting vegetables for the salad.

   What are you doing?

AG  I'm cooking the chicken and spinach.

   I'll cook the rice next.

SC  I'll wash the strawberries.

   Will you cut them?

AC  Yes. I'll cut them.

**FREE DIALOG**

Talk about the picture.
Lesson 4 continued

**DIALOG 16**

SC  How many people for dinner?

AC  There'll be four of us.

SC  We'll need four plates, four forks, and four spoons.

AC  We don't need knives.

SC  And we don't need chopsticks.

**DIALOG 17**

AC  We need glasses for wine.

SC  Four small glasses for wine and four big glasses for water.

AC  We need four cups for coffee.

SC  And four bowls for dessert?

AC  Is that all?

SC  We need napkins. And that's all.

Practice Dialogs 16 and 17 together.
Lesson 4 continued

**Dialog 18**

It's Sunday evening. Mary and Richard are in Alice's apartment. They are having dinner with Alice and Suzie.

AC Richard, please have some chicken.

RW Thanks, I will.

AC Mary, here's your wine. Do you want some water, too?

MW Yes, please.

AC Richard, do you want some water?

RW No, thank you.

SC Richard, do you want some pickles?

RW Yes, please.

SC Mary, what do you want?

MW I'll have some more salad, please.

**Dialog 19**

SC We're having ice cream and strawberries for dessert. Mary, do you want tea or coffee?

MW I want coffee, please.

SC Richard, do you want tea or coffee?

RW I'll have coffee, thank you.

SC Alice, what do you want?

AC I want tea, please.

SC Alright. And I'll have coffee.

That's three coffees and one tea.

Practice Dialogs 18 and 19 together.
Lesson 1 continued

PRACTICE SAYING

A

Do you have a dictionary?

No, I don't.

Do you want a dictionary?

Yes, please.

Do you want

a pen?

No, thank you.

Do you want

a notebook?

a glass?

a spoon?

Do you want

some pens?

some notebooks?

some glasses?

some spoons?

some chopsticks?

Do you want

some paper?

some chalk?

some water?

some lunch?

What do you want?

I want a spoon.

some forks.

A

Do you want a pen or a pencil?

I want a pen.

Do you want

a book or a notebook?

an apple or a banana?

a sandwich or a hamburger?

Do you want

pens or pencils?

books or notebooks?

apples or bananas?

sandwiches or hamburgers?

Do you want

paper or chalk?

tea or coffee?

milk or water?

rice or meat?

lettuce or celery?

Do you want lunch or dinner at 12 noon?

I want lunch.
Lesson 4 continued.

**DIALOG 20.**

SC Mary, did you have enough chicken?

RW Yes, thank you.

SC Richard, how about you?

RW Did you have enough chicken?

SC Here you are.

Do you want some more salad, too?

RW No, thank you. I have enough.

**DIALOG 21.**

Have the other students for dinner. Serve them food.

Mary and Richard come home after the dinner at Alice's.

MW Did you like the salad, Richard?

RW Yes, I did. I liked the salad.

MW Did you like the chicken luau?

RW Yes, I liked the chicken luau.

Did you?

MW Yes, I did.

RW It was a good dinner.
Lesson 4 continued

**DIALOG 24**

RW Did you like the pickles?

MW No, I didn't.

I didn't like the pickles. They were sour. Did you?

RW Yes, I did. I like sour pickles.

MW I like sweet pickles.

RW The strawberries were sweet.

MW Yes, I liked the strawberries and ice cream.

RW It was a good dessert.

**COLOR GAME**

Turn to the color chart, REF 21.

In the class, have a set of colored pencils or crayons. Have as many colors as possible. Talk about the colors.

Is this pencil red or brown?

What color is this pencil?

Fill in the right colors in the right places on your color chart.
Lesson 5 REVIEW EXERCISES

Students close all books and notebooks.

ANSWERING QUESTIONS

1. What do you like for breakfast? (I like ___ for ___.)
   for lunch?
   for dinner?
   for dessert?

2. Do you like lemonade? (Yes, I like ___)
   coffee?
   milk?
   beer?
   wine?

   Do you like to eat fish? (Yes, I like to eat ___)
   salad?
   jello?
   fruit?
   eggs?

3. Quick review of money. Students should be able to answer correctly with little hesitation.

   What's this? (It's a ___)
   How much money is it? (It's ___)

4. Do you have a fork? (No, I don't have one.)
   plate?
   cup?
   strawberry?
   pickle?

5. Do you want a carrot? (No, I don't want one.)
   banana?
   cookie?
   dictionary?
   spoon?
   some fruit?
   bread?
   cookies?
   salt?
   paper?

III
Lesson 5 continued

ASKING AND ANSWERING QUESTIONS

Student A asks Student B, Student B asks Student C, etc., for each question.

1. What's tonight? (It's ___ night.)
   tomorrow night?
   the next night?
   What was last night? (It was ___ night.)
   the night before?

2. What do you like to drink? (I like to drink ___)

3. Use a chart with pictures and prices (or use the pictures in Lesson 3).
   How much is the ___? (It's ___)
   How much are the ___? (They're ___)

SITUATION DIALOGS

Situation III - 1

A You and B live together. Some friends are coming to dinner.
   You and B talk together. You talk about what to have for dinner.

B You and A live together. Some friends are coming to dinner.
   You and A talk together. You talk about what to have for dinner.

Situation III - 2

A You and B live together. You are going to the supermarket.
   You ask B what you and B need to buy?

B You and A live together. You and A need some food. A is going to the supermarket. You tell A what food you and A need.
Lesson 5 continued

Situation III - 3

A You and B are in the supermarket. You're looking at the fruits and vegetables. You talk about what you like, and ask B what B likes.

B You and A are in the supermarket. You're looking at the fruits and vegetables. You talk about what you like, and ask A what A likes.

Situation III - 4

A You and B are in the supermarket. You ask what B is buying.

B You and A are in the supermarket. You're buying groceries.

Situation III - 5

A You and B go to your house. You ask them and say, "Come in." You want to give them something to drink. You have two beverages. You ask B and C what they want.

B You and C go to A's house together. A greets you.

C You and B go to A's house together. A greets you.