

UNIT 2

Overview

TOPICS

- Numbers
- Telephone numbers and addresses
- The classroom

GRAMMAR

- Demonstratives (*this, that, these, those*); indefinite articles (*a, an*)
- Singular and plural nouns (*a pen, pens*)
- Present tense of *be*
- Information (*wh-*) questions
- Affirmative and negative statements
- *Yes/No* questions and short answers

COMMUNICATION GOALS

Listening and Speaking

- Saying numbers
- Identifying objects
- Asking for names of objects
- Correcting and confirming
- Apologizing and thanking
- Exchanging personal information

Reading and Writing

- Completing a registration form
- Making an address book
- Finding information in a phone directory
- Finding information in a building directory

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Knowing how to learn

Seeing things in the mind's eye

Personal Qualities

Sociability—Demonstrates understanding, friendliness, adaptability, and politeness in group settings

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Uses computers to process information

Interpersonal

Participates as a member of a team

Contributes to group efforts

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

0.1.6 Clarify or request clarification

0.2.2 Complete a personal information form

2 Community Resources

2.1.1 Use the telephone directory and related publications to locate information

2.1.2 Identify emergency phone numbers and place emergency calls

2.1.6 Interpret information about using a pay telephone

2.5.4 Read, interpret, and follow directions found on public signs and building directories

6 Computation

6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing

7 Learning to Learn

7.4.1 Identify or utilize effective study strategies

7.5.6 Identify or use strategies for communicating successfully

* See *Introduction*, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Write *identification card* on the board, and have a volunteer explain what it is or show his/her ID card to the class.
- Ask your students to identify the different types of cards they know or have. List them on the board: library card, school and employment ID cards, driver's license, passport, medical or insurance ID card, etc.
- Tell students that we often use the short form "ID card" for an identification card.

PRESENTATION

What's your address?

- **Set the stage.** Have the students look at the picture. Ask them where they think Lynn is and what she is doing (*Lynn is getting a library card*). To help, ask several questions to elicit vocabulary words (such as *library, books, computer, librarian*) from your students and write these on the board.
- **Personalize the situation.** Ask the students if they have ever applied for a library card. If students have library cards with them, ask them to look at the information written on the face and show their cards to students who may not have a library card. On the board, write:
Kinds of information I need to get a library card:
Name _____
Date of Birth _____
Social Security Number _____
Address _____
Phone Number _____
Have the students copy and then complete the chart.
- **Set the listening task.** Draw a sample library card for Lynn Wang on the board. Have students copy it. Ask the students to listen to the conversation and underline in their books the information the librarian asks Lynn to provide to get a library card. Play the cassette or read the conversation. Then have the students fill in the blanks in their copies of Lynn's library card.
- **Check the listening task.** Call on a volunteer to fill in the sample library card for Lynn on the board.
- **Play or read the conversation aloud again with pauses.** Have the students listen to the conversation and then repeat each line after you. Use natural speed and intonation.
- **Engage students in pair work.** Have the students practice the conversation in pairs, alternating which person begins the conversation. Then ask the students to practice the conversation once more using their own information. Demonstrate the use of *Excuse me?* to request a repetition of information. Explain that this phrase is a polite way to ask for repetition when one doesn't understand spoken words.
- **Circulate and monitor progress.** As the students practice the conversation, help them with pronunciation and intonation.

1 Word Bag: Numbers

► **Listening** ► **Speaking** ► **Reading**

- Play the cassette while students listen and read along in their books. Then play the cassette or read the numbers again, having the students repeat each number.
- If you wish, students can practice further in pairs. They can take turns saying the numbers, or say a number in the chart and have their partner write it down on a piece of paper.
- To review the pronunciation of numbers that can be confused (*15 and 50, 16 and 60, etc.*), write these numbers on the board in two columns:

A	B
13	30
14	40
15	50
16	60
17	70
18	80
19	90

Say the pairs of numbers. Have the students listen and repeat. Make sure that they stress the correct syllable. The stressed syllables are shown in boldfaced capital letters:

thir**TEEN** **THIR**ty

- Say numbers from either column at random. Have the students write in their notebooks the numbers they hear. Then set up pairs and have students check their answers. Circulate to monitor how students are doing. Then go over the answers with the class.
- Now say short sentences that include the numbers. Have the students write down the numbers they hear. For example: *I have **thirteen** things on my desk. There are **fifty** states in the United States.* Have them compare their answers in pairs. Call on students to supply the answers.

2 Addresses and Phone Numbers

► **Listening** ► **Reading**

- Explain to the students that phone numbers are usually read one number at a time, but address numbers and years are read in pairs. Read aloud the following and have students repeat after you:

682-1563

Six-eight-two-one-five-six-three

1992

Nineteen-ninety-two

- Now play the cassette or read the list of numbers one line at a time. Play or read the list again with pauses for students to repeat.
- Call on several students to read the numbers aloud. Help with pronunciation and intonation if necessary.
- Finally, ask the students to work in groups of three and interview each other. Have them ask for their two partners' names, addresses, and

phone numbers and write the information down. Then call on several students to read the information they gathered from their partners.

Expansion

- Explain that numbers are important in identifying us. For example, most of us have a student or employee number; we have social security numbers. Our ages, addresses, zip codes, etc., are indicated by numbers.
- Have the students think of factors in their lives that are identified by numbers and write them down. Then call on volunteers to share some of the things in their lives that are identified by number (clothing sizes, age, height, etc.).
- Call on several students to share statements about themselves, using those numbers. For example: *I am Tuan; my ID number is 123-45-6789. My shirt size is 15; my height is 5'10" (or 1.75 meters); my shoe size is 10.*

3 Don't mention it.

► **Listening** ► **Speaking** ► **Reading**

- Have the students look at the picture of Lynn at the library. Ask: *What is Lynn looking at? (She's looking at her library card.)* Play the cassette or read the conversation aloud. Then play the cassette or read the conversation again, one line at a time. Have the students repeat chorally.
- On the board, write the following two headings: **Thanking** and **Responding to Thanks**, or use the OHP. Have the students think of words other than those listed in the Student Book to add to the list.
- Have the students practice the conversation in pairs, substituting the information from the ID cards of Aiko Mizoi and John Anderson. Ask the students to choose new words from the lists on the board for the phrases *Thank you* and *You're welcome*.

Note: You may wish to remind students that *Excuse me* can be used to get someone's attention as well as to request a repetition of a phrase or sentence.

4 Is that in the city?

► **Listening** ► **Writing**

- Play the cassette or read the script once without interruptions. Tell the students to listen for the information missing in the chart, but not write it yet.
- Play the second recording or read the script a second time with pauses after each line, so the students can write the correct information. (The recording includes pauses after each line.)
- Ask the students to exchange charts to check their answers. Then play the cassette again for students to verify their answers.

5 Concentration Game, page 123.

► **Speaking** ► **Reading**

- Put the students into groups of three or five for the game. Photocopy the number and word cards on page 123 in the Student Book and give one copy of each page to each group. Have the students cut out the number and word cards.
- Have the students shuffle the number cards and place them face down in five rows of five. Have the students do the same with the word cards, placing them in rows a few inches from the number cards.
- Explain the rules of the game. One student in the group turns over a number card, then a word card. If the cards match, the student says the word and picks up the two cards. If the cards don't match or if the student is unable to say the word, he or she puts them back, face down, where they were. The next student in the group takes a turn. As cards are turned over, students try to remember where they were. The game continues until all the cards have been picked up. The student with the most pairs is the winner.

WORKBOOK In class or for homework, assign Workbook Lesson 1.

Lesson 2

WARM UP

- Introduce *yes/no* questions and short answers by having the students answer simple questions. Walk over to a male student and ask: *Is (male student's name) a student?* Elicit or say *Yes, he is.* Walk over to a female student and ask: *Is (female student's name) a teacher?* Elicit or supply *No, she isn't.* Now walk up to a pair of students (male and female) and ask: *Are you students?* to elicit *Yes, we are.* Then ask: *Are you teachers?* to elicit *No, we aren't.* Then point to yourself and ask: *Am I a teacher?* to elicit *Yes, you are.* Next ask: *Am I a student?* to elicit *No, you aren't.* Write the questions on the board if necessary.
- Have the students work in pairs. Using the models above, have them ask their own questions about their classmates. Have them ask questions that will generate both affirmative and negative answers.

As students practice asking and answering questions, circulate to monitor progress and offer help as needed.

Language Note

- Point out to the students that affirmative short answers with the verb *be* are not contracted. For example, we never say: *Yes, you're.* (Correct: *Yes, you are.*)
- For the negative short answers, we either use the full form or the contraction. There is only one common contraction for *I am not*: *I'm not.* There are two common ways of contracting the other negative forms of *be* in the present: *isn't/aren't* or *-s/-'re not.* Write examples of these on the board in sentences: *No, she isn't. No, she's not. No, we aren't. No, they're not.*

PRESENTATION

Is this Room 222?

- **Set the stage.** Read the lesson title aloud. Have the students look at the picture and encourage them to tell you what they think the picture is about. Ask the students to guess what the conversation is about (*finding one's classroom*). Tell them that Lynn is looking for her English class. Have the students listen as you read the conversation or play the cassette.
- **Personalize the situation.** Ask the students for the room number of your classroom (if applicable) and for the room numbers of any other classes they are taking. Encourage them to raise their hands if they have ever gone to the wrong room on the first day of classes.
- **Focus on selected items.** Explain specific vocabulary or phrases that might affect students' overall understanding of the conversation. Review cardinal numbers.
- **Set the listening task.** Tell the students to listen carefully to the conversation and check *True* or *False* in their books during the second reading. Play the cassette or read the conversation twice.

- **Check the listening task.** Call on individual students to say the answers for questions 1–5. Write the correct answers on the board.

Answers

- | | |
|----------|----------|
| 1. false | 4. true |
| 2. false | 5. false |
| 3. true | |

- **Play or read the conversation aloud with pauses.** Have the students listen and then repeat each line. Encourage them to use natural speed and intonation.
- **Engage students in pair work.** Have the students practice reading the conversation in pairs, alternating roles each time.
- **Circulate and monitor progress.** As students practice reading the conversation, encourage them to use the “read and look up” technique. Help with pronunciation and intonation.

1 Word Bag: The Classroom

► Reading ► Writing

- Books closed. On the board, write:

a	an
1	2

Model the signals, showing students how you lift one finger to represent the article *a* and two fingers to represent the article *an*. For example:

Teacher: a boy (Students lift one finger)

Teacher: an apple (Students lift two fingers)

Put the words on the board and say them again as you write **a** and **an** before each word.

- Divide the board and as you say the name of different objects in the classroom (with an article), write the words (with the article) that begin with a consonant on one side (*pencil, window, door, printer, chair, desk*) and words that begin with vowels (*apple, easel, eraser, umbrella*) on the other. Ask the students to signal one or two fingers as you say the words. After you

have written three or four words on the board, ask the class to deduce the rule:

Use *a* before consonant sounds and *an* before vowel sounds.

Possible classroom items

chalk	board
paper	computer
eraser	desk
notebook	file cabinet
pencil	monitor

- Now have the students look at the picture on page 17 in the Student Book and read the labels. Then ask the students, working in pairs, to ask and answer questions about the different objects in the picture, using the model exchange in the book. Finally, ask the pairs to list additional items they have in their classroom.

- For the second part of the exercise, have the students look at the pictures on page 18 while you read each label. Have the students repeat each line. Next, call on a volunteer to perform one of the actions. Then, have this student

choose a classmate and ask that he or she perform another of the commands. Continue in this way until everyone in the class has had a turn to perform an action.

Sounds /ɪ/ in *this* and /i/ in *these*

- Tell the students that they are going to listen to pairs of words with the sounds /ɪ/ as in *this*, and /i/, as in *these*.
- Play the cassette or read the words once, stopping at the end of each pair.
- As students listen to the cassette, have them determine if both words have the same vowel sound or different vowel sounds, then circle “same” or “different” as appropriate.
- Play the cassette a second time for students to correct their answers.

- Put students into pairs and have them compare and check answers. If there are any differences of opinion, you may want to play the cassette again for students to confirm their answers.

Answers

- | | |
|--------------|--------------|
| 1. same | 5. same |
| 2. different | 6. same |
| 3. same | 7. different |
| 4. different | 8. same |

3 What's the word in English?

- Show the class the distinction between *this is* /ðɪsɪz/ and *these are* /ðiːzɑː/ by using these phrases in sentences. Tell the class to say *singular* or *plural* after each sentence.

Teacher: This is a book. **Class:** Singular.

Teacher: These are books. **Class:** Plural.

Teacher: This is a desk. **Class:** Singular.

- Continue with other nouns, using the vocabulary from the Word Bag on page 17. Then call on individual students to supply sentences of their own, using these words.
- Introduce the request for a repetition, following the models in the Student Book.

I'm sorry. I didn't hear what you said.

Can you repeat that, please?

What do you call it?

Sorry, I don't understand. Can you say that again?

- Have the students work in pairs and ask questions about things in the classroom. Students should follow the models on page 19. They may walk around the classroom and select objects to talk about.
- Once objects in the classroom have been identified, have pairs go around the classroom and

make a list of all the objects they can label. Direct pairs to compare their lists with other pairs.

Expansion

- Scatter objects or pictures around the classroom. Some suggestions: a needle, a letter, a piece of fruit, a stamp, a vegetable, a rock, several buttons, pieces of chalk, some tree leaves, an envelope, a notebook, a dictionary.
- Hand out index cards and rolls of Scotch tape. Instruct your students to walk around the room in groups. Have the students use *this*, *that*, *these*, and *those* to ask and answer questions about the objects they see, modeling their questions and answers on those in the exercise. If there are any items individual students cannot name, tell them to ask questions, using *What's this (that)?* or *What are these (those)?* Their classmates may answer with the appropriate vocabulary, or they may answer *I don't know*.
- Circulate to monitor progress and provide students with any unfamiliar vocabulary.
- Once most items have been identified, have students go around the class and write sentences on the index cards to label things they recognize, using *This is alan* or *These are _____*.

Additional Activity See Unit 2 Appendix.

4 Classroom Directory

► **Listening** ► **Reading** ► **Writing**

- Have the students review numbers. Explain that when a room or a course is identified by a three-digit number, it is common to say the first digit and then the second two. For example, “322” is said *Three/twenty-two*. If the last two digits are zeroes, the number is read as a unit. For example, “English 200” is read *English two hundred*. If the middle digit is zero (0), it is common to say the name of the letter *o* (pronounced “oh”) for the zero. For example, “English 101” is said *English one-oh-one*. For numbers with four digits, the names of each two-digit part are spoken separately. For example, “Room 1214” is said *Room twelve fourteen*.
- Ask the students to look at the World English Center Classroom Directory. Call on individual students to say the different room numbers.
- Read the conversation or play the cassette. Have the students listen and repeat.
- Put the students into pairs to ask and answer the questions. Make sure they alternate roles. Circulate to offer help as needed.
- Have the students work in pairs to create a Classroom Directory for their school. Call on volunteers to present their directory to the class.

5 Are you in English 1?

► **Listening** ► **Reading** ► **Writing**

- Ask individual students questions that they can answer. Possible questions:
 - Is this your English book?
 - Are you from Uzbekistan?
 - Is she from Haiti?
 - Is he from Korea?
- Play the cassette. Have the students listen and take note of the short answer form. Then have them work with a partner to answer the questions in their books. Next have the pairs make up questions and answers of their own, following the examples in the book. Call on pairs to read their original questions and answers aloud.

WORKBOOK In class or for homework, assign Workbook Lesson 2.

Lesson 3

WARM UP

- On the board, write the following headings. Have the students copy them on a separate piece of paper.

Telephone Numbers: Room Numbers:
Zip Codes: Addresses:
Course Numbers: Years:

- Tell the students that they are going to hear different types of numbers, and that they have to write the numbers next to the appropriate heading.
- Dictate these phrases:

555-8022	75214
94118	(803) 269-4321
English 101	1492
Room 304	300 Park Road
6215 University Street	Room 1011
1998	Math 211

- Call on individual students to give the answers. Ask a student to come to the board and write the correct answers next to the correct heading.

Answers

Telephone numbers: 555-8022
(803) 269-4321

Zip Codes: 94118, 75214

Course Numbers: English 101, Math 211

Room Numbers: Room 304, Room 1011

Addresses: 6215 University Street
300 Park Road

Years: 1998, 1492

PRESENTATION

Let's use the public telephone.

- **Set the stage.** Read the title aloud. Put the students into pairs. Ask them to look at the picture of the telephone on page 21. Elicit action vocabulary words associated with telephones. Ask your students: *What do you do on the telephone?* They should answer in action phrases (*make calls, answer the phone, dial, hold, etc.*). Write new vocabulary on the board.
- **Personalize the situation.** Conduct an informal survey in your class. Ask the students: *How many of you enjoy talking to your friends on the phone? How many of you would rather not have long conversations on the phone?* Have your students raise their hands to show how they feel.
- **Focus on selected items.** Explain specific vocabulary and phrases (*instructions, emergencies, local calls, person-to-person, long distance, directory assistance*) that might affect students' overall understanding. Explain the concept of

dialing the number. Demonstrate to your students the steps a caller must take when using a public pay phone to summon emergency assistance. Have a volunteer come to the front of the class and role-play calling 911 on your behalf. Instruct the student how to proceed, saying: *There's a fire in my apartment, and my phone isn't working. Could you call 911 for me? Tell them that Mrs. Johnston, at 543 Maiden Lane, needs emergency help.*

- **Engage students in pair work.** Have pairs of students role-play a scene in which one person makes an emergency call using a public pay phone. The other partner should tell him/her how to use a pay phone, giving step-by-step instructions.
- **Circulate and monitor progress.** As the students practice the exercise, help them with vocabulary, pronunciation, and intonation.

1 What number can you call?

► **Speaking** ► **Writing**

- Have the students work in pairs and look at the picture of the telephone on page 21.
- Write the words **Long distance** and **Local call** in two columns on the board. Ask individual students for their phone numbers. Write them on the board under **Local call** if they live within the same area code as the school. Then ask them for the phone numbers of friends and family living far away. Have the students dictate the area codes and/or country codes. They may dictate fictitious numbers if they can't remember real ones. Write these numbers with an area code on the board under the **Long distance** heading.
- Write the number **911** on the board and the heading **emergency**. Have the students name some emergency situations (*a car accident, a fire, a robbery, etc.*) and write them on the board under the **911** heading.
- Direct the pairs to read the phone instructions and answer the questions aloud together before writing their answers.

2 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

3 Wrap Up

► **Speaking** ► **Writing**

- In this activity, students will make a Class Address and Phone Directory. Direct the students to work in pairs and ask each other for names, addresses, and phone numbers. Have them write the answers on a piece of paper.
- When all pairs have written down the information, have the students pool their information and make an address and phone directory for their class.
- Option: The students may write down fictional addresses and phone numbers if they are hesitant about sharing their actual information.

Additional Activity: *See Unit 2 Appendix.*

STRATEGIES FOR SUCCESS

- Have students look at the **Strategies for Success** box.
- Explain (for EFL or monolingual classes, use the students' native language to clarify your instructions) that for this unit, the techniques are: (1) interviewing, (2) recording information, and (3) practicing with a learning partner.
- Make sure everyone has a notebook section that he or she can use as a directory.
- Make sure everyone still has a learning partner to work with; if there are an odd number of students, you may wish to have a group of three.
- Explain how to find eight other people to interview. Role-play a sample interview with a student.
- Demonstrate how learning partners can practice the information they have obtained.
- In the next class period, if time permits, selected students can discuss their experiences of creating the directory. Collect and check completed directories before returning them to your students.

WORKBOOK In class or for homework, assign Workbook Lesson 3.

CHECKPOINT

The Checkpoint is a quick self-assessment of the students' level of comfort with each proficiency in this unit.

- Have the students read along while you read each entry under the **I Can** heading. Explain that they should make a checkmark in their books next to each entry to show what they have learned in the unit.
- Explain that students should check the appropriate column, depending upon how comfortable they feel with each new learning topic. If they are certain they can communicate specific information, for example, they should check the **Yes!** column. If they are in some doubt, they should check the **Sometimes** box. And if they feel unable to communicate the information, they should check the **Not Yet** box. Have the students evaluate themselves in regard to each of the items under the **I Can** heading.
- Monitor all the **Checkpoints** in the classroom for a quick assessment of your students' self-reported level of comfort with each competency.
- Explain the **Learning Preferences**. In terms your students can understand, discuss the importance of identifying and using various learning strategies. Tell the students that we all learn new things in different ways. Some prefer to work with a partner; others learn better by working alone. The student book tries to give all students a chance to learn in various ways through listening, speaking, reading, writing, doing activities, and playing games.

GRAMMAR AND COMMUNICATION SUMMARY

- Point out to the students the vocabulary, grammar summaries, and communication summaries on the last two pages of each Student Book unit. Explain any unfamiliar

terms on these pages as clearly as possible. Have the students review these pages before they go on to the next unit, or as needed while studying the unit.

Appendix

ADDITIONAL ACTIVITIES

Lesson 2, Exercise 3 (p. 19)

Jazz chant tempo—slangy, breezy, and syncopated

- Read the chant rhythmically to your students. Then repeat each stanza and have the students chant along.

What's This?

What's this? This is a book. What's that?
That's a hat.

Tell me now, what's this? Baby, it's a quiet
nook. Tell me now, what's that? Baby, that's
a fine fat cat.

Tell me now, what's this? What's this—
what's that? A quiet nook, a silver brook,
Take all day, there's nothin' to miss.

And couldja tell me, what's that? Baby, that's
a fine fat cat. He's searchin' out a quiet
nook. He's sittin' pretty by a brook.

He's taking his time, he's reading a book,
learnin' this and learnin' that, a slow after-
noon for an ole scat cat.

- English is a language rich in idiomatic double meanings. Explain to students the meaning of the terms *slang* and *idiom*. As a follow up, teach students the meanings of some of the American slang and idioms in the chant:

1. A *fat cat* is a wealthy or influential person.
2. *Scat* (singing) is a jazz term that means to sing improvised or nonsensical syllables.
3. When someone is *taking his time* it means he is moving ahead in a leisurely or relaxed manner, without rushing.
4. The expression *sitting pretty* means to be well-situated; it implies luxury or ease.
5. *Baby* is a perennial slang term of casual address. It is used irrespective of age. For example, *The Hollywood agent calls all his clients "baby."*

Lesson 3, Exercise 3 (p. 22)

What's your address?

- Have all students write their complete address and phone number on a piece of paper, but omit their names.
- Put all the papers in a bag or a hat. Ask each student to pull out a piece of paper.
- Ask the students to walk around their classroom and ask each other: *What is your address?* or *What is your phone number?* They must continue asking until each student has matched the address on his or her paper with a person.

WORKBOOK ANSWER KEY Lesson 1, pp. 9–10

Exercise 1

- | | | |
|-----------|------------|-------------|
| 1. first | 3. address | 5. phone |
| 2. What's | 4. 135 | 6. 555-9224 |

Exercise 2

- | | | |
|----------|---------|----------|
| 1. True | 3. True | 5. True |
| 2. False | 4. True | 6. False |

Exercise 3

Answers will vary.

Exercise 4

Student's Name

Student's Street Address

Town/City, State ZIP Code

Registrar's Office

Kingsley Adult School

160 Duncan St.

San Francisco, CA 94131

WORKBOOK ANSWER KEY Lesson 2, pp. 11-14

Exercise 1

- | | | |
|--|--|---|
| 1. A: Is this Room 381?
B: <i>No, it isn't.</i> You're in the wrong room. | 3. A: <i>Is this Room 222?</i>
B: <i>Yes, it is.</i> You're in the right room. | 5. A: <i>Is this Room 246?</i>
B: <i>Yes, it is.</i> You're in the right room. |
| 2. A: Is this Room 322?
B: <i>Yes, it is.</i> You're in the right room. | 4. A: <i>Is this Room 132?</i>
B: <i>No, it isn't Room 132.</i> You're in the wrong room. | 6. (Answers will vary.) |

Exercise 2

Answers and order will vary.

- | | | |
|--|---------------------------------|----------------------------------|
| 1. What's this? It's a pencil. | 3. What's this? It's an eraser. | 5. What's that? It's a computer. |
| 2. What's this? It's a piece of chalk. | 4. What's that? It's a desk. | 6. What's that? It's a clock. |

Exercise 3

- | | | | |
|---------|-------|---------|--------|
| 1. this | 3. it | 5. that | 7. Is |
| 2. an | 4. a | 6. It's | 8. Yes |

Exercise 4

- | | | |
|----------------------|-----------------------------------|-------------------------------|
| 1. It's in Room 120. | 5. It's in Room 119. | 8. Where is the Computer Lab? |
| 2. It's in Room 112. | 6. Where is Classroom 4? | 9. Where is Classroom 3? |
| 3. It's in Room 117. | 7. Where is the Teacher's Lounge? | |
| 4. It's in Room 113. | | |

Exercise 5

- | | | | | |
|--------|---------|--------|--------|-----------|
| 1. Are | 3. not | 5. I'm | 7. No | 9. Is |
| 2. am | 4. from | 6. Are | 8. I'm | 10. isn't |

Exercise 6

Answers will vary.

WORKBOOK ANSWER KEY Lesson 3, pp. 15–16

Exercise 1

- | | | |
|-------------------|-------------------------------------|-----------------------------------|
| 1. Hunan Garden | 4. Lakeside Restaurant | 6. Tony's Restaurant and Pizzeria |
| 2. New Town Diner | 5. 55 Kensington Avenue, Ramsey, NJ | |
| 3. (201)-555-4481 | | |

Exercise 2

- | | | |
|------------------|----------------|--------------------|
| 1. John | 4. 555-8934 | 7. Douglas Andrews |
| 2. Aston | 5. David Aston | |
| 3. 809 North Rd. | 6. 555-8042 | |

Exercise 3

Answers will vary.