

English in Action

SECOND EDITION

Barbara H. Foley and Elizabeth R. Neblett

NEW Edition

Fun, engaging, and
action-packed!



**TEST-DRIVE
kit included!**
Use the sample unit inside
in your classroom!

NGL.Cengage.com/englishinaction



Understanding the way the world learns English

English in Action

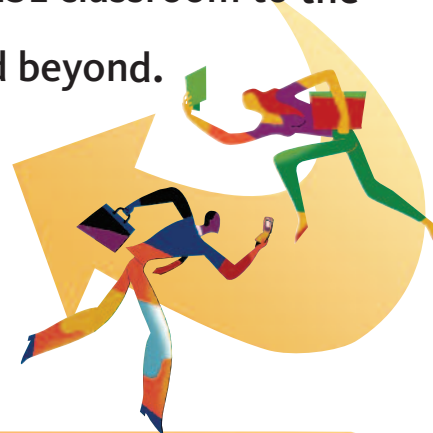
SECOND EDITION

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Students learn better and are more motivated when they can put English into action!

The second edition of *English in Action* provides learners with competency-based support for building language, life, and work skills in real world settings. Learners are engaged as workers, family members, and citizens through a communicative, practical, and active approach.

Everything students need to **transition** from the ESL classroom to the world beyond.



What's new and updated in the second edition?

NEW **“Word Builder”** activities provide additional vocabulary practice and help students to achieve a deeper understanding of the target words.

Unit 9 **Transportation**
Dictionary A Busy Street

Listen and repeat.

| | | |
|---------------|-----------------|---------------------|
| 1. a car | 6. a taxi | 11. a street |
| 2. a driver | 7. a bicycle | 12. a sidewalk |
| 3. a bus stop | 8. a helmet | 13. a traffic light |
| 4. a bus | 9. a truck | 14. a shopping bag |
| 5. passengers | 10. an airplane | 15. a briefcase |

WORD PARTNERSHIPS

| | |
|------------|---------|
| get on | a bus |
| get off | a train |
| get into | a car |
| get out of | a taxi |

114 • Unit 9

NEW **“Word Partnerships”** provide students with frequent collocations to promote fluency.

Word Builder

A Complete.

1. The boy on the bicycle is wearing a red helmet.
2. Two people are crossing the street. The _____ is red.
3. Two _____ are getting on the bus.
4. The man with the briefcase is walking on the _____.
5. A woman is getting on the bus. She's carrying a _____.

B Working Together Complete the sentences with a partner. You can use the same name more than once.

1. Elena is getting into the taxi.
2. _____ is carrying a briefcase.
3. _____ and _____ are crossing the street.
4. _____ is riding a bicycle.
5. _____ and _____ are getting on the bus.
6. _____ is running for the bus.
7. _____ is wearing a helmet.
8. _____ is carrying a shopping bag.
9. _____ is getting out of the taxi.
10. _____ is wearing a backpack.

C Working Together Complete. Then talk about your answers.

1. I live _____ miles/km from school.
2. I drive / don't drive.
3. I walk / drive / take the bus / take the train / take the subway to school.
4. I live _____ miles/km from work.
5. I walk / drive / take the bus / take the train / take the subway to work.
6. The bus / train / subway is \$ _____.
7. A gallon of gas is \$ _____.

UPDATED **“Working Together”** activities build learner persistence and workplace skills through cooperative tasks, enhancing the classroom community.

Workplace Readiness!

Fun

English in Action is filled with fun and exciting content and activities which motivate students to master the skills presented.

Engaging

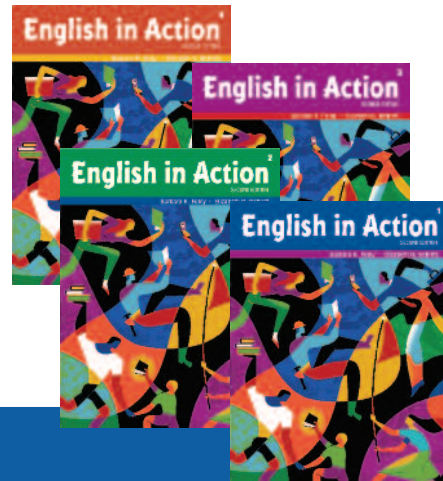
English in Action empowers students and promotes learner persistence through dynamic, communicative activities, helping to build confidence in and out of the classroom.

Action-packed

English in Action encourages learners to communicate and participate in a lively learning process that offers interactive technology options, providing various avenues to learning.

“English in Action is a well-balanced, modern ELL textbook.”

Mark Labinski
Fox Valley Technical College, WI



NEW “English in Action” sections practice the everyday skills students need to interact and solve problems in the real world.

English in Action
At the Bus Stop

A Read and practice the conversations.

1. **A:** I'm going to Clinton. Which bus do I take?
B: You want the M7.

2. **A:** Is this the bus to the mall?
B: No, you want the M12.

3. **A:** Is this the bus to Paterson?
B: Yes.
A: When is the next bus?
B: In about ten minutes.

B Working Together You are at the bus stop. Write a conversation. Act it out.

A: _____

B: _____

A: _____

B: _____

C Look at the bus schedule and complete the information.

| Bus 12 Newton to Bayside | Broad St. & 2nd Street | Broad Street & 25th Street | Davis Mall | Canal Street & Pine Ave. | Bayside Hospital |
|-----------------------------|------------------------|----------------------------|------------|--------------------------|------------------|
| 7:00 | 7:11 | 7:19 | 7:25 | 7:40 | |
| 7:30 | 7:41 | 7:49 | 7:55 | 8:08 | |
| 8:00 | 8:11 | 8:19 | 8:25 | 8:40 | |
| 8:30 | 8:41 | 8:49 | 8:55 | 9:08 | |
| 9:00 | 9:11 | 9:19 | 9:25 | 9:40 | |
| 10:00 | 10:11 | 10:19 | 10:25 | 10:48 | |
| 11:00 | 11:11 | 11:19 | 11:25 | 11:48 | |
| 12:00 | 12:11 | 12:19 | 12:25 | 12:48 | |
| 1:00 | 1:11 | 1:19 | 1:25 | 1:48 | |
| 2:00 | 2:11 | 2:19 | 2:25 | 2:48 | |
| 3:00 | 3:11 | 3:19 | 3:25 | 3:48 | |
| 3:34 | 3:45 | 3:53 | 3:59 | 4:12 | |
| 5:15 | 5:26 | 5:36 | 5:42 | 5:55 | |
| 5:30 | 5:41 | 5:51 | 5:57 | 6:10 | |
| 6:00 | 6:11 | 6:19 | 6:25 | 6:40 | |
| 7:00 | 7:11 | 7:19 | 7:25 | 7:40 | |
| 9:00 | 9:11 | 9:19 | 9:25 | 9:40 | |

1. The first bus at Broad Street and 2nd Street is at _____.
2. The 7:00 A.M. bus from Broad Street and 2nd Street arrives at Bayside Hospital at _____.
3. It takes _____ minutes to go from Broad Street and 2nd Street to the Davis Mall.
4. It's 7:20 A.M. You are at Broad and 2nd Street. The next bus is at _____.
5. It's 9:00 A.M. You are at the Davis Mall. The next bus is at _____.
6. Brian lives in Newton near 2nd Street and he works at the Davis Mall. Work begins at 9:00 A.M. He gets the bus at _____.
7. Nellie lives near Canal Street. Her mother is in Bayside Hospital. She wants _____.

C Write about your daily transportation.

D Sharing Our Stories Read your partner's story and discuss.

1. Who lives closer to school?
2. Who walks to work or to school?
3. What problem does your partner have with transportation?

WRITING

Before you have your teacher, if you write on the "Spell Check"...

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NEW “Sharing Our Stories” exercises have been added to the “Writing Our Stories” sections to encourage students to read and talk about each other's writing.

3

Complete *English in Action*, Second Edition package includes

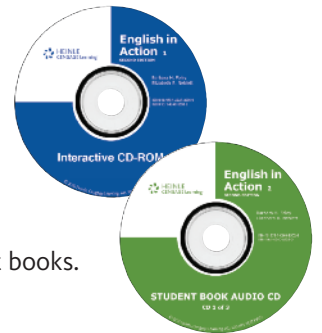
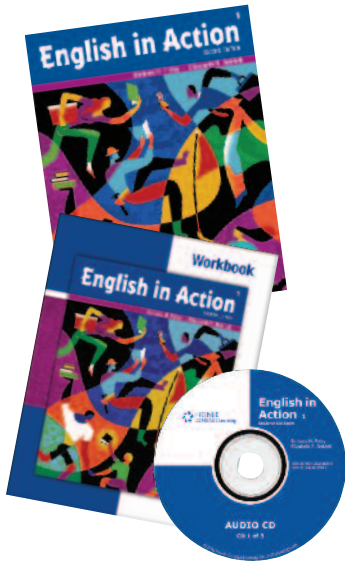
Student Support

Student Books: fully revised and updated texts include the vocabulary, grammar, listening & speaking, reading, and writing activities that help students gain the language skills they need both in and out of the classroom. Each classroom-tested unit will help students interact as students, citizens, family members, and workers.

Workbooks: reinforce and review the vocabulary, grammar and skills introduced in the student books through a variety of activity types. Each workbook contains an Audio CD with the listening activities from the workbook.

Interactive CD-ROMs: feature fun activities that motivate learners and practice the language and skills taught in the student books.

Audio CDs: contain all listening activities from the student books.



English in Action prepares your students to be successful students,

Lifeskills

Unit 8 Money

Dictionary Coins and Bills

Listen and repeat.

Coins

a penny one cent \$0.01
 a nickel five cents \$0.05
 a dime ten cents \$0.10
 a quarter twenty-five cents \$0.25

CULTURE NOTE
From 1999 to 2009, the United States issued a new series of fifty quarters. Each quarter honors a different state. Do you have any quarters in your pocket? Which state's name is on the back?

Bills

a dollar \$1.00
 five dollars \$5.00
 ten dollars \$10.00
 twenty dollars \$20.00

100 • Unit 8

Academic Skills

English in Action Scheduling Study Time

4 When can you study? Complete your typical schedule for the week. Show the time you need for work, meals, and school. Then, schedule your study time.

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|------------|--------|---------|-----------|----------|--------|----------|--------|
| 6:00 A.M. | | | | | | | |
| 7:00 | | | | | | | |
| 8:00 | | | | | | | |
| 9:00 | | | | | | | |
| 10:00 | | | | | | | |
| 11:30 | | | | | | | |
| 12:00 P.M. | | | | | | | |
| 1:00 | | | | | | | |
| 2:00 | | | | | | | |
| 3:00 | | | | | | | |
| 4:00 | | | | | | | |
| 5:00 | | | | | | | |
| 6:00 | | | | | | | |
| 7:00 | | | | | | | |
| 8:00 | | | | | | | |
| 9:00 | | | | | | | |
| 10:00 | | | | | | | |
| 11:30 | | | | | | | |

5 Complete.

1. I am going to study on _____ from _____ to _____.

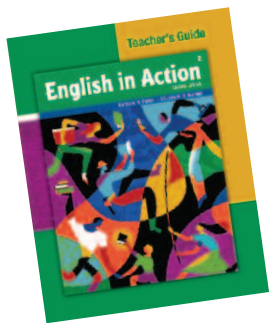
2. I am going to study on _____ from _____ to _____.

6 Working Together Show your schedule to a partner. Explain when and where you are going to study.

Daily Life • 157

everything necessary for teachers to facilitate learning.

Teacher Support **Teacher's Guides include:**



- Teaching suggestions for every activity in the student books
- “More Action!” sections that provide teachers with ideas for lively in-class activities
- “Teaching Tips” that offer additional ways to expand the student book activities

Assessment CD-ROMs with ExamView®: allow teachers to create and customize tests and quizzes quickly and easily.



Presentation Tools on CD-ROM: include student book resources for teachers to use in class to present and practice language and skills in the series. These can be used in the classroom with an interactive whiteboard or with a computer and data projector.



citizens, and workers!

Workplace Skills

Listen and read. Then, practice with a partner.

A: Hello. I'm calling about the job as a security guard.
B: Do you have any experience?
A: Yes. I was a security guard at a bank in Atlantic City for four years.
B: Can you come in for an interview?
A: Yes, I can.
B: We have appointments at 10:00 and at 12:00. What time is good for you?
A: 10:00 is good.
B: Okay. What is your name please?
A: My name is Brian García.
B: Okay, Mr. García. See you at 10:00, and please bring two references.
A: Thank you. See you at 10:00.

CULTURE NOTE
 Arrive five to ten minutes early for a job interview.

Complete the job application.

The Sunrise Hotel

Position _____

Name _____ Last _____ First _____ Middle _____

Address _____ Number _____ Street _____ City _____ State _____

Social Security No. _____ Date of birth ____ / ____ / ____

Telephone _____

| Work Experience | | | |
|-----------------|----|----------|----------|
| From | To | Employer | Position |
| | | | |
| | | | |

Signature of applicant _____

Jobs • 187



“I like the variety of ways that I, as a teacher, can use the activities in a chapter.”

Jennifer Newman-Cornell
 College of Southern Nevada, NV

7

English in Action

Teaching Tips for...

From
the Authors!

The Picture Dictionary

- 1. Listen & Repeat & Point:** The students listen to the CD (or the teacher), and repeat the words. Then, the teacher reads the words while students point to the corresponding pictures in their books.
- 2. Categorize:** The students (as a class or in groups) put the words into categories (e.g. public transportation/private transportation; expensive/inexpensive; fast/slow).
- 3. Extend the Vocabulary:** The teacher elicits from the students more words not found in the book. Students form sentences with the words in the Word Partnerships box.
- 4. Ask Questions:** The teacher asks questions about the vocabulary words (e.g. Do you prefer ___ or ___? How do you get to class?).
- 5. Paired Spelling:** One student reads a word aloud (with book open); the partner spells it (with book closed).
- 6. Bingo:** The teacher tells the students to write down any five words from the picture dictionary. The teacher then randomly reads the words aloud. The first student to have all of his/her words read aloud wins.
- 7. Word Builder:** Students complete the Word Builder activities using the Dictionary page(s).

Practicing Grammar

- 1. Review the Charts:** The students look at the charts and discuss the new grammar. The teacher asks the students to form new sentences.
- 2. Activity Completion:** After completing written activities, students compare answers with a partner and repeat the sentences orally.
- 3. Working Together:** The teacher asks two or more students to model new Working Together activities so that students are comfortable with the task. When forming groups, include students with different language backgrounds and abilities.
- 4. Dictations:** Four or more students go to the board. The teacher (or students) dictate sentences from the unit for the students to write.
- 5. Write a Conversation:** Students use the theme of the unit to write and act out new conversations about the topic.
- 6. Find Examples:** The teacher encourages the students to find examples of the grammar in their jobs or in the community.
- 7. Workbook:** For additional practice, the teacher directs the students to complete accompanying exercises in the Workbook.

The Big Picture

- Vocabulary Activities:**
 - The students find 10 vocabulary words in the picture. The teacher writes them on the board.
 - The students sit in groups and label any 15 objects in the picture.
 - The teacher asks the students to find 10 actions taking place in the picture.
- Questions:** The teacher asks questions about the picture (e.g. *What is Elena doing? What is Harry wearing? How many passengers are getting on the bus?*).
- Listen to the Story:** The teacher plays the CD or reads the story several times.
- Label the People:** The students write the names on the correct person.
- Retell the Story:** The students retell any part of the story they remember.
- Exercises:** The students do the exercises in the book. Before completing an exercise, direct the student to read the sentences or questions first, then, replay the CD.
- Write a Story or Dialog:** As a class or in groups, the students write a story or dialog about The Big Picture.

Reading

- Discuss:** The class discusses the topic of the reading.
- Vocabulary:** Choose three or four new vocabulary words for the students to learn. Discuss the meanings. Ask the students to write the new words in their notebooks.
- Silent Reading:** The students read the story silently. They underline and ask about any new words.
- Listen to the Reading:** The teacher reads the story as the students follow along silently.
- Retell the Information:** The teacher reads the story again. After each paragraph, students retell the information in their own words.
- Comprehension Activities:** Students complete the comprehension activity after the reading and compare their answers with a partner.
- Sharing Opinions:** Students share their opinions about the reading and their personal experiences related to the topic.



Writing Our Stories

- Read the Model Story:** The students read the story silently, or the teacher reads it aloud.
- Discuss the Organization:** The class talks about the organization of the story. The students find details and examples in the story.
- Writing:** Each student writes his/her own story, using the model story as an example. Students use the questions or completion activities to help them write their stories.
- Sharing Our Stories:** Students exchange stories with a partner and complete the shared information in their textbooks.
- Editing:** The teacher collects the student stories and selects individual sentences to use as an editing exercise. Students find and correct the mistakes.
- Rewriting:** Based on partner comments, editing, and teacher input, each student rewrites his/her story.
- Portfolios:** Students should keep individual folders of all their stories.

English in Action

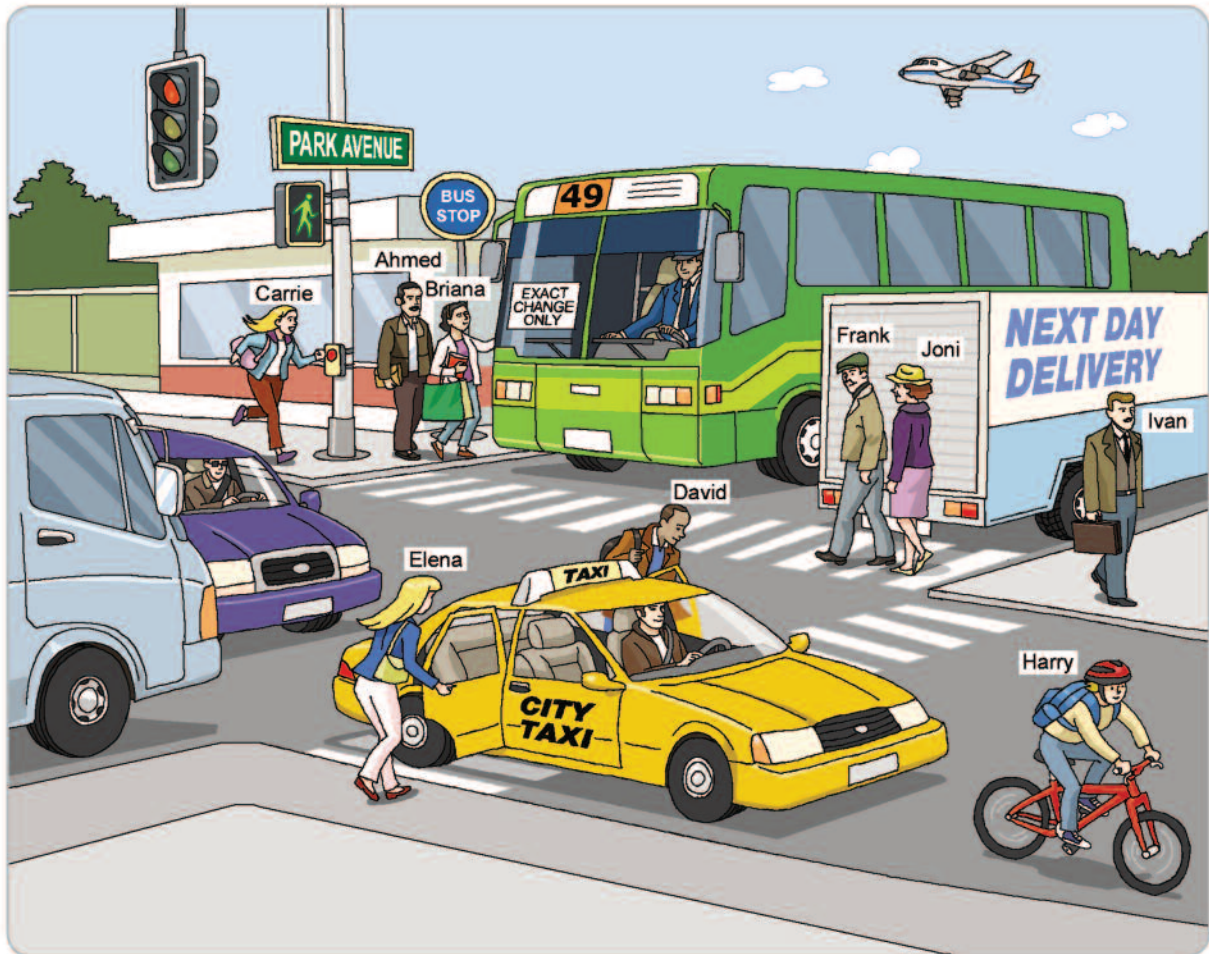
SECOND EDITION

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Transportation

Dictionary

A Busy Street



CD2•TR26

A Listen and repeat.

- | | | |
|---------------|-----------------|---------------------|
| 1. a car | 6. a taxi | 11. a street |
| 2. a driver | 7. a bicycle | 12. a sidewalk |
| 3. a bus stop | 8. a helmet | 13. a traffic light |
| 4. a bus | 9. a truck | 14. a shopping bag |
| 5. passengers | 10. an airplane | 15. a briefcase |

WORD PARTNERSHIPS

| | |
|------------|---------|
| get on | a bus |
| get off | a train |
| get into | a car |
| get out of | a taxi |

A Complete.

1. The boy on the bicycle is wearing a red helmet.
2. Two people are crossing the street. The _____ is red.
3. Two _____ are getting on the bus.
4. The man with the briefcase is walking on the _____.
5. A woman is getting on the bus. She's carrying a _____.



B Working Together Complete the sentences with a partner. You can use the same name more than once.

1. Elena is getting into the taxi.
2. _____ is carrying a briefcase.
3. _____ and _____ are crossing the street.
4. _____ is riding a bicycle.
5. _____ and _____ are getting on the bus.
6. _____ is running for the bus.
7. _____ is wearing a helmet.
8. _____ is carrying a shopping bag.
9. _____ is getting out of the taxi.
10. _____ is wearing a backpack.



C Working Together Complete. Then talk about your answers.

1. I live _____ miles/km from school.
2. I **drive / don't drive**.
3. I **walk / drive / take the bus / take the train / take the subway** to school.
4. I live _____ miles/km from work.
5. I **walk / drive / take the bus / take the train / take the subway** to work.
6. The **bus / train / subway** is \$ _____.
7. A gallon of gas is \$ _____.



A Working Together Answer these questions with a partner. Do not look back at the picture on page 114.

1. Who is running for the bus?
2. How many people are getting on the bus?
3. What is Ivan carrying?
4. Is Ivan talking on his cell phone?
5. Is the woman getting into the taxi?
6. How many people are crossing the street?
7. Is the boy on the bike wearing a helmet?

I am studying English.

The teacher **is looking** at her book.

The students **are talking**.



B Look at the picture on page 114. Talk about what the people are doing.

Ahmed and Briana are getting on the bus.

- | | |
|----------------------------|-------------------------|
| 1. get on the bus | 6. carry a shopping bag |
| 2. get out of the taxi | 7. get into the taxi |
| 3. run for the bus | 8. carry a briefcase |
| 4. walk along the sidewalk | 9. ride his bicycle |
| 5. cross the street | |



C Working Together Work with a group. Look around your class. In your notebooks, write five sentences about what students are doing now.

Carlos is sharpening his pencil. Maya is walking into the classroom. She's late today.

D Answer the questions.



Picture 1

Picture 1

1. Where are these people?

2. How many people are waiting for the bus?

3. What are the men carrying?

4. What is the woman on the right doing?

Picture 2

1. Where is the man?

2. What is he doing?

3. What is he looking at?

4. What is he holding?



Picture 2

| Questions | Affirmative Answer | Negative Answer |
|---------------------------------|------------------------|--------------------------|
| Are you driving? | Yes, I am . | No, I'm not . |
| Is he walking to work? | Yes, he is . | No, he isn't . |
| Are they taking the bus? | Yes, they are . | No, they aren't . |

A Answer the questions.

1. Are you sitting in class now? _____
2. Are you studying English? _____
3. Are you talking with a partner now? _____
4. Are you writing in your book? _____
5. Is your teacher sitting? _____
6. Is your teacher writing on the board? _____
7. Is your teacher wearing a sweater today? _____
8. Are the students taking a test now? _____
9. Are the students looking at their books? _____



B Working Together Ask and answer the questions about the picture on page 114.

1. Are Ahmed and Briana getting on the bus?
2. Is Ahmed carrying a briefcase?
3. Is Carrie running for the bus?
4. Is David getting into the taxi?
5. Is Elena driving the taxi?
6. Are Frank and Joni crossing the street?
7. Are Frank and Joni talking?
8. Is Harry riding his bicycle to school?
9. Is Ivan crossing the street?
10. Is Ivan going to work?



Write questions and answers about the picture.



1. Is he talking on the phone? Yes, he is.

talk on the phone

2. _____

wear a headset

3. _____

use his GPS

4. _____

wear sunglasses

5. _____

snow

6. _____

drink a cup of coffee

7. _____

wear his seat belt



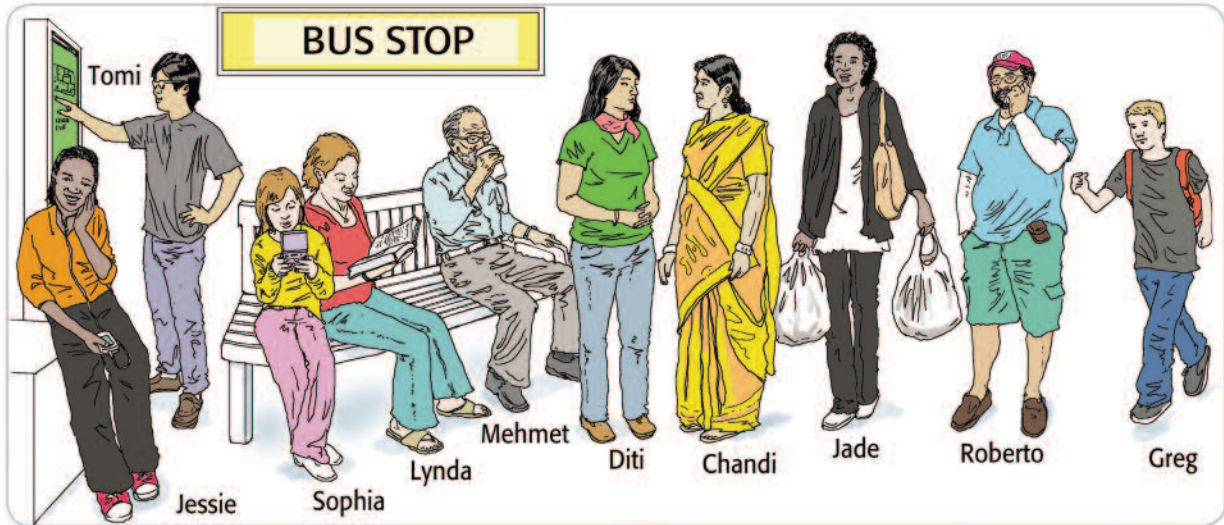
Working Together Draw a picture of a person performing an action. The other students will guess what the person is doing.

Is he washing the dishes?

No, he isn't.

Is he doing the laundry?

Yes, he is.



| | | | | |
|-------|------------|------|------------------|--------------------------------|
| Where | am | I | going? | I'm going to the bank. |
| What | are | you | doing? | I'm reading. |
| Where | is | he | standing? | He's standing at the bus stop. |
| What | are | they | carrying? | They are carrying their books. |



A Listen to each question. Write the name of the correct person.

1. Tomi 4. _____ 7. _____
2. _____ 5. _____ 8. _____
3. _____ 6. _____ 9. _____



B Working Together Ask and answer *wh-* questions about the picture.

What is Roberto doing?

He's talking on the phone.

C Complete the questions with *Who, Where, What, Why*.

1. Where is everyone standing? At the bus stop.
2. _____ is Roberto talking to? His boss.
3. _____ is Jade standing? Next to Roberto.
4. _____ is Lynda doing? She's reading.
5. _____ is Sophia standing? Next to her mother.
6. _____ is Tomi looking at? A bus schedule.
7. _____ is Greg running? Because the bus is coming.



D Write questions and answers about the picture.

1. Where / Roberto / stand? Where is Roberto standing?
He's standing at the bus stop.
2. What / Jade / carry? _____

3. What / Lynda / do? _____

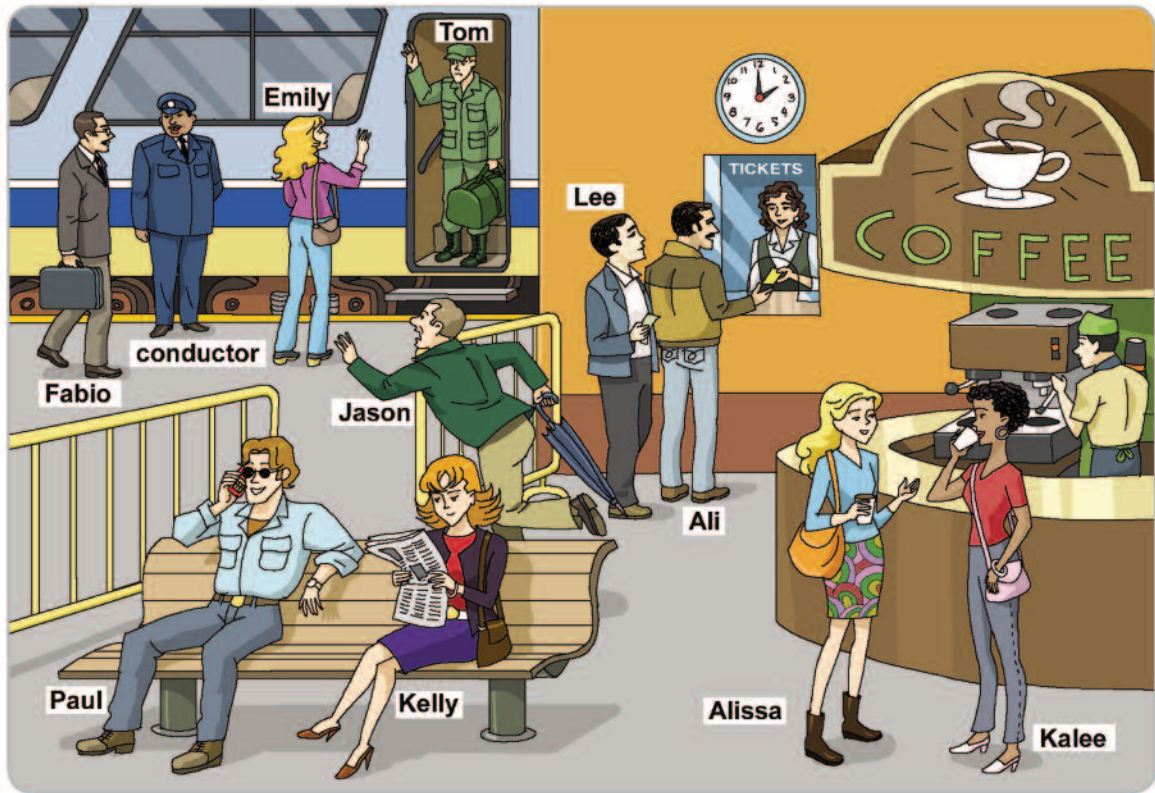
4. Who / Chandi / talk to? _____

5. Where / Mehmet / sit? _____



E Working Together Bring in interesting pictures from newspapers. Write three questions about the picture. Ask another group to answer the questions.

1. _____
2. _____
3. _____



A Circle the things that people are carrying or holding.

- | | | | |
|-----------------|--------------|-------------|----------------|
| a ticket | a pocketbook | an umbrella | a briefcase |
| a cup of coffee | a cell phone | money | a newspaper |
| a computer | a camera | a backpack | a shopping bag |



B Listen and write each **Who** question. Then, write the answer.

1. **Who is running for the train?** **Jason is.**
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



CD2 • TR29

C Listen to each sentence. Who is talking?

1. Alissa is talking to Kalee.
2. _____ is talking to _____.
3. _____ is talking to _____.
4. _____ is talking to _____.
5. _____ is talking to _____.



D Ask and answer yes/no questions about the picture.



1. Lee / look at / the train?
2. Kalee and Alissa / drink coffee?
3. Kalee and Alissa / sit on the bench?
4. the conductor / stand on the train?
5. Fabio / talk to the conductor?
6. Paul / listen to music?
7. Emily / get on the train?
8. Paul and Kelly / talk to each other?
9. Kelly / read the newspaper?
10. Jason / run for the train?



CD2 • TR30

E Listen to the story and complete the questions.

1. Where is Emily standing _____? Next to the train.
2. What _____? She's crying.
3. Why _____? Because Tom is leaving.
4. Where _____? He's going to New York.
5. What _____? "Don't cry."

A Discuss. Then read.

1. Do you own a bicycle? Do you ride it to school or to work?
2. What is a bike path? Are there bike paths in your city?



Travel by bicycle is healthy. It is cheap, it saves gas, and it is good for the environment. What are the most bike-friendly cities in the world?

Amsterdam, Netherlands, is the bike capital of the world. Forty percent of the people ride a bicycle to work. Amsterdam is building a parking garage for 10,000 bicycles at the train station.

In Bogotá, Colombia, people enjoy *Ciclovía*. On Sundays, people cannot ride their cars on many city streets. More than a million people bike, walk, run, and exercise on the city streets.

In the United States, Portland, Oregon, has more than 65 miles (100 km) of bike paths. These are small roads only for bicycles. It is easy to travel by bike. At school, children learn about bicycle safety. If you do not have enough money to buy a bicycle, the city will give you a bike, a helmet, and a lock.

B Circle a good title for this story.

1. Bicycles and Health
2. Biking in Amsterdam
3. Bike-Friendly Cities

C Write the name of the city or cities.

1. City streets are closed on Sundays. _____
2. This city teaches children about bicycle safety. _____
3. This city gives free bicycles to people. _____
4. Forty percent of the people bike to work. _____
5. There are many bike paths in this city. _____
6. This city has a parking garage for bicycles. _____

A Read.

I live in Portland, Oregon. I don't have a car.
A car is expensive, gas is expensive, and insurance is expensive.

I go to school, and I work. I live close to school, so I walk to school. I live six miles from work. When the weather is clear, I ride my bike to work. It is easy and safe. It only takes me 30 minutes. My company has a place to park bicycles. It rains a lot in the winter. When it rains, I take the bus to work.

One problem is food shopping. I go to the supermarket once a week, and I have four or five bags of food. I call a taxi to take me home.

**B Complete the sentences.**

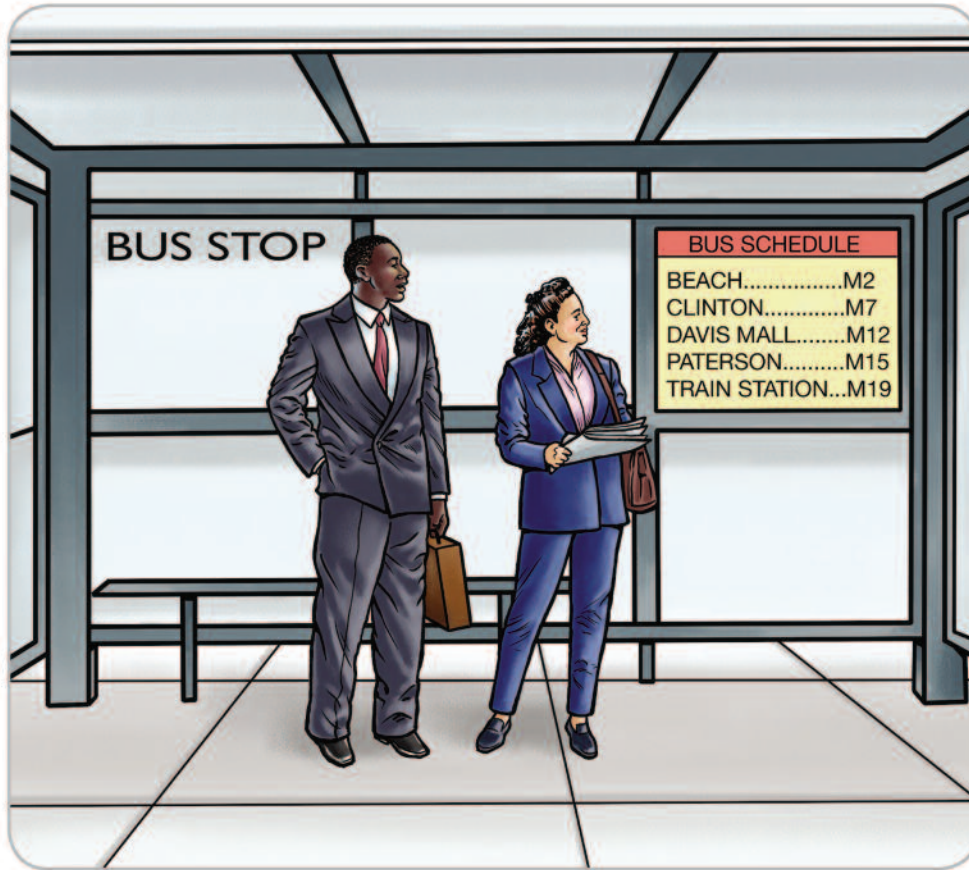
1. I live in _____.
2. I **do** / **don't** have a car.
3. I live _____ miles/km from school.
4. I _____ to school.
5. I live _____ miles/km from work.
6. I _____ to work.

C Write about your daily transportation.**D Sharing Our Stories Read your partner's story and discuss.**

1. Who lives closer to school?
2. Who walks to work or to school?
3. What problem does your partner have with transportation?

WRITING NOTE

Before you hand your paper to your teacher, check the spelling. If you write on a computer, use the "Spell Check" function.


A Read and practice the conversations.


1. A: I'm going to Clinton.
Which bus do I take?

B: You want the M7.

2. A: Is this the bus to the mall?

B: No, you want the M12.

3. A: Is this the bus to Paterson?

B: Yes.

A: When is the next bus?

B: In about ten minutes.


B Working Together You are at the bus stop. Write a conversation. Act it out.

A: _____

B: _____

A: _____

B: _____



Look at the bus schedule and complete the information.

| Bus 12 Newton to Bayside | Broad St. & 2nd Street | Broad Street & 25th Street | Davis Mall | Canal Street & Pine Ave. | Bayside Hospital |
|------------------------------------|------------------------|----------------------------|------------|--------------------------|------------------|
| | 7:00 | 7:11 | 7:19 | 7:25 | 7:40 |
| | 7:30 | 7:41 | 7:49 | 7:55 | 8:08 |
| | 8:00 | 8:11 | 8:19 | 8:25 | 8:40 |
| | 8:30 | 8:41 | 8:49 | 8:55 | 9:08 |
| | 9:00 | 9:11 | 9:19 | 9:25 | 9:40 |
| | 10:00 | 10:11 | 10:19 | 10:25 | 10:48 |
| | 11:00 | 11:11 | 11:19 | 11:25 | 11:48 |
| | 12:00 | 12:11 | 12:19 | 12:25 | 12:48 |
| | 1:00 | 1:11 | 1:19 | 1:25 | 1:48 |
| | 2:00 | 2:11 | 2:19 | 2:25 | 2:48 |
| | 3:00 | 3:11 | 3:19 | 3:25 | 3:48 |
| | 3:34 | 3:45 | 3:53 | 3:59 | 4:12 |
| | 5:15 | 5:26 | 5:36 | 5:42 | 5:55 |
| | 5:30 | 5:41 | 5:51 | 5:57 | 6:10 |
| | 6:00 | 6:11 | 6:19 | 6:25 | 6:40 |
| 7:00 | 7:11 | 7:19 | 7:25 | 7:40 | |
| 9:00 | 9:11 | 9:19 | 9:25 | 9:40 | |

- The first bus at Broad Street and 2nd Street is at _____.
- The 7:00 A.M. bus from Broad Street and 2nd Street arrives at Bayside Hospital at _____.
- It takes _____ minutes to go from Broad Street and 2nd Street to the Davis Mall.
- It's 7:20 A.M. You are at Broad and 2nd Street. The next bus is at _____.
- It's 9:00 A.M. You are at the Davis Mall. The next bus is at _____.
- Brian lives in Newton near 2nd Street and he works at the Davis Mall. Work begins at 9:00 A.M. He gets the bus at _____.
- Nellie lives near Canal Street. Her mother is in Bayside Hospital. She wants to visit her at 4:00 P.M. She is going to take the bus at _____.
- The last bus from the Davis Mall is at _____.



Working Together With a partner, write two sentences about the bus schedule. Use the same format as Exercise C. One piece of information is missing. Then, ask another group to complete your sentences.

English in Action: At the Bus Stop

A Read and practice the conversations.

- Ask students to look at the bus information on the sign. Do students have similar public transportation signs in their area? Where do the buses go?
- Ask pairs of students to read the three dialogues. Then, ask other pairs to role-play the dialogues using other bus stops listed on the sign.

B Working Together You are at the bus stop. Write a conversation. Act it out.

Have two students come to the board to write alternating lines of the dialogue. Suggest that Student A does not know how to get to the beach or train station. Student B must direct him. Use different destinations with other pairs of students.

A Read and practice the conversations.



- A:** I'm going to Clinton. Which bus do I take?

B: You want the M7.
- A:** Is this the bus to the mall?

B: No, you want the M12.
- A:** Is this the bus to Paterson?

B: Yes.

A: When is the next bus?

B: In about ten minutes.

B Working Together You are at the bus stop. Write a conversation. Act it out.

- A:** (Answers will vary.) _____
- B:** _____
- A:** _____
- B:** _____

More Action!


Explain that when taking a taxi, you should have a specific destination in mind. It is common for customers to tip their taxi driver 10 to 15% of the amount on the meter. Write the dialogue below on the board and have students role-play, substituting other routes.

- A:** Excuse me, are you free?
- B:** Sure. Hop in. Where to?
- A:** 1057 Charles Street. Please take College Avenue and turn left on Main Street. Charles is the next right.
- B:** You got it!

 **C Look at the bus schedule and complete the information.**

| Bus 12 Newton to Bayside | Broad St. & 2nd Street | Broad Street & 25th Street | Davis Mall | Canal Street & Pine Ave. | Bayside Hospital |
|-----------------------------|------------------------|----------------------------|------------|--------------------------|------------------|
| | 7:00 | 7:11 | 7:19 | 7:25 | 7:40 |
| 7:30 | 7:41 | 7:49 | 7:55 | 8:08 | |
| 8:00 | 8:11 | 8:19 | 8:25 | 8:40 | |
| 8:30 | 8:41 | 8:49 | 8:55 | 9:08 | |
| 9:00 | 9:11 | 9:19 | 9:25 | 9:40 | |
| 10:00 | 10:11 | 10:19 | 10:25 | 10:48 | |
| 11:00 | 11:11 | 11:19 | 11:25 | 11:48 | |
| 12:00 | 12:11 | 12:19 | 12:25 | 12:48 | |
| 1:00 | 1:11 | 1:19 | 1:25 | 1:48 | |
| 2:00 | 2:11 | 2:19 | 2:25 | 2:48 | |
| 3:00 | 3:11 | 3:19 | 3:25 | 3:48 | |
| 3:34 | 3:45 | 3:53 | 3:59 | 4:12 | |
| 5:15 | 5:26 | 5:36 | 5:42 | 5:55 | |
| 5:30 | 5:41 | 5:51 | 5:57 | 6:10 | |
| 6:00 | 6:11 | 6:19 | 6:25 | 6:40 | |
| 7:00 | 7:11 | 7:19 | 7:25 | 7:40 | |
| 9:00 | 9:11 | 9:19 | 9:25 | 9:40 | |

- The first bus at Broad Street and 2nd Street is at 7:00 A.M.
- The 7:00 A.M. bus from Broad Street and 2nd Street arrives at Bayside Hospital at 7:40 A.M.
- It takes 19 minutes to go from Broad Street and 2nd Street to the Davis Mall.
- It's 7:20 A.M. You are at Broad and 2nd Street. The next bus is at 7:30 A.M.
- It's 9:00 A.M. You are at the Davis Mall. The next bus is at 9:19 A.M.
- Brian lives in Newton near 2nd Street and he works at the Davis Mall. Work begins at 9:00 A.M. He gets the bus at 8:30 A.M.
- Nellie lives near Canal Street. Her mother is in Bayside Hospital. She wants to visit her at 4:00 P.M. She is going to take the bus at 3:25 P.M.
- The last bus from the Davis Mall is at 9:19 P.M.

 **D Working Together With a partner, write two sentences about the bus schedule.** Use the same format as Exercise C. One piece of information is missing. Then, ask another group to complete your sentences. (Answers will vary.)


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 **C Look at the bus schedule and complete the information.**

- Ask students to study the bus schedule. Point out that the times listed are A.M. and P.M.

- Do a warm up to the exercise by asking questions, such as: *I'm at Pine Avenue, and I want to get to Bayside Hospital by 9 P.M. What time should I catch the bus?*

- Ask students to write the answers to the exercise and then to read them aloud and correct each other.

 **D Working Together With a partner, write two sentences about the bus schedule. Use the same format as Exercise C. One piece of information is missing. Then, ask another group to complete your sentences.**

First, form the class into even-numbered groups. Move among the various groups as pairs of students write the two statements. When they're ready, say: *Change groups.* Check answers in the new groups and then repeat the exercise with other pairs.

More Action!

Ask students to bring real bus or subway schedules from their areas to class. Ask pairs of students to come to the front of the room. Role-play this dialogue, adapting it as necessary.

S1: *Excuse me. Do you have a schedule?*
I don't know what bus/train to take from _____ to _____.

S2: *Hmm, let's see. Take the _____ bus/train at _____ A.M./P.M.*

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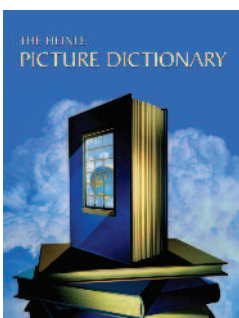
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