

DynEd®

Teacher's Guide



The Lost Secret v1.0

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Introduction

Welcome to ***The Lost Secret!*** This introductory, highly motivating English language course is designed for false beginners and for students at the lower intermediate level who need to improve their listening and speaking skills. The course works especially well when used in parallel with *New Dynamic English*. Used together in an intensive program, they provide an excellent foundation in spoken English. Listening and speaking skills are especially focused on at first, as well as situational vocabulary that is important for both general and basic business situations, such as ordering at a restaurant, checking in to a hotel, and introductions. Reading and writing skills are also developed in the second stage when students focus on the text and follow-up writing activities.

The Lost Secret provides students with an overview of basic and intermediate grammar and vocabulary. Because of its well-written, highly motivating story, the course works especially well in situations where students spend a high proportion of their study-time in a lab or self-study situation. The careful sequencing and build-up of the language as the story progresses makes this course truly unique and effective. Interactive exercises help students focus on the main points and internalize their understanding. In addition, speech recognition exercises help build oral fluency. A second major area of focus is on listening, both for general meaning and for specific items of information. It is through careful listening, and repetition, that students can improve their English in the quickest way possible. Comprehension questions and other listening tasks help direct student attention and ensure that language input is comprehensible.

The story begins with a man who has lost his memory. Unable to answer such questions as “Who are you?” and “What is your name?” he is taken into the care of a doctor and a police inspector who try to help him recover his identity. The action ranges from Europe to South America, and revolves around the secrets of a mysterious lost culture. Within this exciting drama, the English language is presented and sequenced through a complete structural and functional syllabus, beginning at an elementary level and progressing to an intermediate level. The language used throughout is a balance of British and American English, spoken naturally and in context by a cast of highly acclaimed actors.

In addition to the linear video presentations, each scene is approached in several ways. First, students work on general comprehension, sentence by sentence, supported by a glossary and comprehension questions. Students may also record their voices and compare themselves to the original. Then, in the Dialog Focus lessons, students focus on how to anticipate what comes next in a conversation, either by using a mouse or by speaking to indicate their choice of how to continue the dialog. The use of Speech Recognition in these lessons is both an effective and highly motivating way to develop oral fluency. Additional exercises focus on the wording of important phrases, on key vocabulary, and on which grammatical structure is appropriate in a particular context.

<p>Note: For updates for DynEd products, please go to DynEd’s website at: http://www.dyned.com</p>

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Level

The Lost Secret is presented in 11 Episodes divided into 10 motivating Units. The language level moves from basic through lower-intermediate in a well-designed syllabus. The course is especially valuable for false beginners' who need an overview of English basics or as a supplement to other courses, such as *New Dynamic English*, Level 2. The course is also ideal for use in intensive programs where its strong story line introduces an element of fun into a long day of study.

To help determine a student's level, DynEd's *Placement Test* is recommended. Four Mastery Tests are included within the course to help assess student progress and gauge when students are ready to move on. For students whose Placement Level puts them mid-way through the course, students should start by quickly going through the first half of the course, passing the first two Mastery Tests, and then proceeding to the final half of the course.

Depending on the learner's level and native language, each Unit requires four to eight hours of study and practice. Though the course can work well in a self-study mode, it works best with classroom support. This gives students the opportunity to summarize the story and focus on some of the key grammatical structures that are developed in each unit.

Once the program is underway, the **Records Manager** will monitor and evaluate the progress of each student and allow students to take the *Mastery Tests*. It will also allow students to e-mail their records to the teacher's **Records Manager**. Please see the *Records Manager Guide* for detailed information.

Scope and Sequence: *The Lost Secret, Discs 1~4*

Episodes	Structures & Functions	Sample Sentences
<p>Unit 1 1 & 2: Who is he? The main character, Orwell, has lost his memory. The police question him, and Dr Roberts agrees to help him regain his memory.</p>	<ul style="list-style-type: none"> • Simple statements and questions with <i>be</i> • Statements, questions and negatives with <i>can</i> • <i>Have/has got</i> • Possessive adjectives: <i>my, your, his, her</i> • Pronouns: <i>I, you, he, she</i> • Questions with <i>what, where, and who</i> • Polite phrases • Simple personal questions 	<p>I'm a bird. Is that the man? Are you a fish? You can fly! Can you remember your name? I can't swim, but I can fly. I've got some appointments this afternoon. I haven't got a name. What's your name? / Where do you live? Who are you? I'm sorry. Where do you come from?</p>
<p>Unit 2 3: Who is Sabina? Orwell recalls meeting a woman on an airplane and being questioned in customs about a plant. He remembers meeting Professor Sline at the airport.</p>	<ul style="list-style-type: none"> • Simple present • Present progressive in statements and questions • Pronouns: <i>we, they</i> • Imperatives • Negatives with present tense • <i>Yes/no</i> questions with simple present • <i>Wh-</i> questions • Requests and offers with <i>can</i> 	<p>She works in a bookshop. Her parents live in Mexico City. We're landing now. What are you saying? / What are they doing? Bring him here! / Don't chew gum! I don't know. / It doesn't matter. Do you like it? / Do you know where it is? What do you do there? Why can't I remember my answer to her question? Can I see the letter, please?</p>
<p>Unit 3 4: Footprints in the Sand Orwell remembers riding in Sline's car and checking in to his hotel.</p>	<ul style="list-style-type: none"> • Simple past, regular/irregular verbs • Questions with simple past • <i>Ago</i> • Tag questions • Checking into a hotel • Invitations and polite refusals 	<p>They left the hotel and I went to bed. He was with Sabina at the airport. Was it warm in Mexico City? Did you see them again? What did they talk about? Two years ago I wrote a book about the Mepatecs. You are an expert, aren't you? I've got a reservation. How long are you staying? Would you like a drink first? That's very kind of you but no, thanks.</p>
<p>Unit 4 5: One o'clock at Alfredo's Orwell recalls a phone call from Sline, who has stolen his manuscript. Flashback to where Sabina puts something in Orwell's drink.</p>	<ul style="list-style-type: none"> • Future with <i>will</i> • Negatives with past tense • <i>Some, any</i> • Apologies • Making a purchase • Ordering at a restaurant • Suggestions 	<p>I'll spell that for you. / He'll be here soon. I didn't drink anything. / It wasn't him. Why don't you have some lasagna? He doesn't want any minestrone. I'm sorry I'm late. But the traffic was heavy. How much is it? / Thank you. I'll take it. Are you ready to order? / Two lasagnas, please. Would you like something to drink? Why don't you sit down?</p>
<p>Unit 5 6: The Laboratory Flashback to Sline's laboratory where Orwell is forced to take the memory drug. (continued)</p>	<ul style="list-style-type: none"> • Future with <i>going to</i> • Questions with <i>going to</i> • <i>Why</i> questions • Expressing and asking about intention • Expressing needs and wants 	<p>You're going to help me. What are you going to do? Why are you asking me? Why did he ask you those questions? I'm going to test the drug. I need your help! I wanted to find out how much you know.</p>

Scope and Sequence: *The Lost Secret, Discs 3&4*

Episodes	Structures & Functions	Sample Sentences
<p>Unit 6 7: Good News and Bad News Orwell and Roberts go to the library for information about the Telo plant. Sabina takes the page they need to Sline.</p>	<ul style="list-style-type: none"> • Review of question forms • Tag answers • <i>Should</i> (obligation) • Promises • Suggestions • Noun clauses • Expressing Quantity 	<p>Did I see her? Or didn't I? Where can I find out? Who was on the balcony? Yes, I am. / Yes, I did. No, he isn't. You should believe me. Perhaps you should listen to me sometimes. Don't worry, I'll give it back. Let's go there now!</p>
<p>Unit 7 8: Male and Female Sline tells Sabina why the drug didn't work on Orwell. Orwell and Roberts hear on the news about a break-in at a greenhouse.</p>	<ul style="list-style-type: none"> • Present perfect • <i>Have to</i> • <i>I'd like</i> • <i>There is, there are</i> • Contradicting • Adjective & noun clauses 	<p>Have you seen this man before? I've never seen it. You've helped me a lot. We have to get the plants first. Why do I have to stay here any longer? There's something I'd like to ask you. I'd like to go back to work. In England there is one place where they grow. There are very few Telo plants in South America. That isn't what this book says.</p>
<p>Unit 8 9: We Have to Stop Him Sline and Sabina are preparing a stronger version of the drug to test on Harry. Orwell and Roberts are on their way to Sline's laboratory.</p>	<ul style="list-style-type: none"> • Future with <i>going to</i> and <i>will</i> • <i>Used to</i> (past habitual) • Present perfect • <i>Something, nothing, anything, everything</i> • Apologies • Adjective & noun clauses 	<p>I'm going to test it. This time it will work. He'll be back soon. It used to grow only in one part of South America. Where have you been? Have I done something wrong? We can't do anything today. Nothing can stop me now. I'm sorry, boss. I forgot your cigars.</p>
<p>Unit 9 10: The Drug Sabina prepares drinks with the memory drug for Harry and Sline. Orwell and Roberts break into the laboratory.</p>	<ul style="list-style-type: none"> • Present perfect with <i>yet</i> and <i>before</i> • Adverbs of manner • Contractions with <i>is</i> and <i>has</i> • <i>Know what</i> + infinitive • Imperative • Phrases used for making a toast 	<p>You haven't drunk any yet. Does it work slowly, or quickly? What's it made of? Where's Sabina? I think she's gone. She's got the drug. You know what to do. Try it. Tell me about this memory drug. Drink up! Cheers!</p>
<p>Unit 10 11: The End Two years later: Roberts and Orwell meet again and he tells her the lost secret of the Mepatecs.</p>	<ul style="list-style-type: none"> • Present perfect with <i>already</i>, <i>since</i> and <i>for</i>. • <i>Could, would</i> and <i>had to</i> • Reported speech • Greetings • Suggestions and invitations 	<p>I've already read it. There was only one thing I could do. Would you sign this, please? I had to destroy it! How nice to see you! It's been a long time. You said perhaps it was just a story. You told me that the secret of the Mepatecs was on the cup. Have you got time for a walk? Why don't we walk along the river?</p>

Lesson Organization

Each *Lost Secret* unit is divided into several lessons, beginning with a **Presentation Video** lesson, which is for preview and review purposes. This is a linear playthrough of the video without interruption. The other lesson types are as follows:

Interactive Listening

Students work through the video sentence by sentence, replaying individual sentences, or viewing the text. Glossary screens offer additional help with vocabulary and grammatical items. As students go through the lesson, frequent comprehension questions test their understanding. Questions change in response to student level, helping to maintain student interest and motivation. See *How to Do a Lesson*, below.

Dialog Focus

Dialog Focus lessons ask students to anticipate what comes next. This form of listening and speaking practice is engaging and effective in developing oral fluency. This 'support' lesson is most effective when done on a daily basis, 4-6 minutes of each study session.

Dictations

These exercises focus on important phrases, key vocabulary, and listening for details. In each lesson there are a number of dictations to choose from. Like the other 'support' lessons, this is most effective when done on a daily basis, one or two dictations in each study session.

Fill-Ins

These 'support' lessons focus on detailed comprehension, basic grammar and meaning distinctions, and inferring from context. They should be done on a regular basis.

The **Mastery Tests** for each 'disc' cover 2-3 units. The tests should be taken after students have studied and reviewed all the lessons in the covered units. A good indicator of this is when students have an 80% or more **Completion Percentage** in all lessons in the Units to be tested. At this point students should be confident that they can understand and use the language with ease, and they should easily pass the Mastery Tests.

In order to enable students to take a Mastery Test, the teacher must use the **Records Manager** to unlock the test. Once a Mastery Test is taken, it will automatically lock again to prevent students from taking the test several times in succession. In general, students should score *at least* 85% on the Mastery Test to pass. The tests are not designed to be tricky or to test unimportant items. Rather they check to see that students have mastered the key points of the units and are ready to go on. If a student scores less than 80-85%, they should review the lessons and try again. If this is done, students will take great strides in acquiring the target language (both syntax and vocabulary) as opposed to short-term memorization, which will quickly fade. Language acquisition means mastery, not momentary 'understanding' or short-term memorization.

The Shuffler Level and Completion Percentage

A unique feature of DynEd courseware is the *Shuffler*. As a student answers questions and completes activities, the "Shuffler Level" (from 0.0 to 3.0) rises or falls, and the computer adjusts the depth or difficulty of the lesson accordingly. In *The Lost Secret*, this takes the form of additional comprehension questions at higher shuffler levels.

The *Completion Percentage* is shown in the Student's Records. This is a measure of how thoroughly the student has studied and practiced each lesson. For more detailed information, please see the *Business English Advantage Series Teachers Guide* or the *Records Manager Guide*. In general, students should attain an 80-85% Completion Percentage in each lesson. This will ensure that they are going through each lesson several times, progressing from familiarization to comprehension to intensive practice to review to mastery. These steps lead to acquisition and long-term learning.

Instructor's Guide

This Instructor's Guide is designed to help teachers design lesson plans based on *The Lost Secret*. For each Unit, the guide contains:

- Unit Introduction: Goals and Learning Points
- Classroom Activities: Suggested Teaching and Extension Activities
- Video Scripts: Lesson Transcripts
- Exercises: Written exercises related to each of the scenes

Please consult the *Instructor's Guide for New Dynamic English* to see how to coordinate the two courses.

General Classroom Guidelines

Though *The Lost Secret* can be useful in a self-study mode, it is most effective when supported by classroom activities such as comprehension questions, scene summaries and discussion, and teacher explication of important grammar, phrases and key vocabulary from the story. These activities allow the student to practice using and extending the language of each scene in each unit and provide motivation for more effective self-study when not in class. Since the story is both fun and interesting, classroom activities based on the story can be both effective and enjoyable.

In most teaching situations where computers are available, it isn't possible for all students to work individually at the computer at the same time. One option is for two or three students to work together at each computer. Students should be encouraged to discuss comprehension questions and choices before selecting an answer and to work cooperatively on the exercises. They can take turns recording each sentence and using the Speech Recognition exercises. If possible, avoid grouping students of the same language background. Another option is to divide the class into groups. While one group works on the computers for 20~25 minutes, another group works with the teacher who may use a computer and projection screen to take students through a lesson and check comprehension, and a third group does written assignments, such as a scene summary, or the *Written Exercises* from this manual. This approach allows the teacher to work with smaller groups of students and allows students to use computers even when there aren't enough computers for each student in the class.

Preview-Listening

Before students begin a lesson on the computer, a pre-listening activity can be excellent preparation. For example, before beginning an Episode, the teacher should ask the students to focus on specific language points, such as irregular verbs, or listen for specific items of information, such as information about a character in the story. The teacher can also present some of the sentences and learning points that the students will encounter in the video. It is also useful to model some of the sentences for the class by using the computer and a large monitor or projection screen. Suggestions for how to present each Unit are included in this manual in the Classroom Activities section of each Unit.

Exercises

The written *Exercises* in this guide are designed to serve as written reinforcement of the language presented in the Units. These written exercise handouts help students focus on and remember the key language forms and vocabulary that have been introduced. They are short and simple to do, and should be done quickly, *after* the students have studied the lessons. They are not intended to be tests, though they can easily serve as sample test questions for 5 minute mini-quizzes that can be used as another means to follow-up each lesson. The *Exercises* can be assigned as follow-up activities for in-class work or as homework.

Students should also be encouraged to write their own exercises, based on the language extension work done in class. Instead of asking *Wh-* questions about the characters in the courseware, for example, students may ask about each other or about people they know.

Classroom Presentation and Extension Activities

This Manual contains suggestions for classroom activities designed to help students focus on key points, and also to extend, personalize, or localize the language from the lesson. These activities put students into a more active role where they can use the language and make it come alive for them. This is where the teacher and classroom play an extremely important role, and where the combination of multimedia and teacher-directed classroom work becomes most effective.

Classroom Follow-up

Follow-up tasks may be oral or written. They may involve the whole class, small groups, pairs or individual students.

After students have spent time in a lesson, the teacher might ask a lower level class to repeat some of the basic sentences from the lesson and answer simple comprehension questions. At a slightly higher level, teachers might ask students to summarize a scene or paraphrase some of the more complex sentences. The *Video Scripts* can be used to help develop questions about the material. Whatever the assignment, keep it short, focused, and well within the ability of the students.

Student Practice Guidelines

Effective and frequent practice is the key to language acquisition. Short, frequent sessions are generally more effective than infrequent sessions, however long, because fatigue and other factors lead to inattention. The greater the frequency, the less total time is required to move from one language level to another. Ideally, students should go through the lessons five or more times per week in 25~45 minute sessions each day.

The amount of time and effort required in a particular lesson varies, depending on level, language background, and whether the course is used as the main course or as a course supplement. However, it is intended that students go through each section of each lesson several times, preferably in short (25-45 minute) interactive sessions. Generally, students should go through each section of each unit in the following ways:

- (1) Preview; where they gain an overview of the lesson *without* using the text;
- (2) Comprehension, where they try to understand in increasing detail *without* using the text;
- (3) Study and Analysis, where they look at the text, check the glossary and generally try to understand the grammar and all vocabulary items;
- (4) Shadow & Record, where they say or paraphrase each sentence (in the Presentation lessons), record it and compare it with the model;
- (5) Review, where they regularly go over the sentences that they have been studying; and
- (6) Intermittent Review, where they periodically return to the lesson to check their mastery of the material.

It is generally better to work on the lessons in shorter sessions, spread out over several days, than spend a large amount of time on only one day. For a class meeting once or twice a week, the time spent in class should be followed up by the students working on their own at least three or four times a week in 20-30 minute study sessions. In this way, the combination of classroom and self-study work will result in rapid progress.

The advantage of using two or more courses in parallel, such as *The Lost Secret* and *New Dynamic English* is that a 45-minute study session can be divided into 2 sessions of 20~25 minutes each. This keeps students engaged for a longer period of time without becoming bored. In each 20~25-minute session, students should move from preview of new material to study/practice of material previewed in earlier sessions to regular review to intermittent review of material studied in previous weeks, and then they shift to the other course and repeat the same sequence. By alternating between preview and study/practice activities, the students avoid exhaustion and fatigue, and are refreshed by the change in activity. Another important advantage of using courses in parallel is that each course provides additional review and extension of the same or similar

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target language in the other course. This synergy reduces the total time that would otherwise be required if each course were used separately.

Note: To develop listening comprehension, it is very important that students *not* rely on text support. If the text is visible, the listening process is completely altered. Therefore, students should *not* use the text support button until *after* they have listened to each sentence several times. If the material is too difficult to be used in this way, students should work with less advanced material or review previous material. Research data strongly indicates a negative correlation of text usage with listening improvement.

1. Episodes 1 & 2: Who is he?

I can fly!

Inspector Marvin?

Can you speak to him?

And what's your name?

Dialog Focus w/SR

Dictations

Grammar Fill-ins

In this episode, Orwell, the main character, has lost his memory. He doesn't know his name. He thinks he is a bird. He stands on a bridge and jumps, landing on a passing boat.

In the second scene, Orwell is questioned by the police. Orwell says he hasn't got a name. They think he is ill.

In the third scene, the inspector makes a call to a doctor, Dr. Roberts. He wants the doctor to see Orwell. She says she is busy, but she agrees to see him at 3:30.

In the fourth scene, Dr Roberts meets with Orwell. Orwell says, "I haven't got a name. He says so." At the end of the scene we see a strange man who is telling Orwell: "You haven't got a name."

Goals:

To make a quick review of basic grammar, including basic question formation and subject-verb agreement.

Students should be able to ask and answer simple personal questions fluently and with correct grammar.

Learning Points

Simple statements and questions with *be*:

I'm a bird.. You're a bird. I'm Inspector Marvin. What are you? Are you a fish? Is that the man? Who are you? How are you? What's your name? Is that all? That's all. I'm sorry. I'm busy today. I know you're busy.

Statements, questions and negatives with *can*:

I can fly. I can't swim. You can fly. What can you do? Can I ask you some questions? Can you remember your name? Can you remember your address? Can we take him to the hospital? Can you speak to him? Can you see him? No, I'm sorry. I can't. I think you can help him. This man can't remember anything. Can you come here, to my clinic?

Have/has got:

I haven't got a name. You haven't got a name. We have got these things from his pockets. Has he got any identification? Have you got any more questions? I've got some appointments this afternoon.

Possessive adjectives: *my, your, his, her*

What's your name? I don't know my name. Can you remember your address? In his pockets. His name is Marvin. He can't remember his name. Her name is Sabina.

Pronouns: *I, you, he, she, him*

I can fly. You can fly. Can you speak to him? I think you can help him. She's very busy.

Questions with *what, where, and who*

What's your name? What are you? What can you do? What time is she free? What about it? Who are you? Who is this woman? Where do you live? Where do you come from? Where's the telephone?

Polite phrases:

Can you see him? No, I'm sorry, I can't. What are my appointments this afternoon, please?

Simple personal questions

What's your name? What's your address? Where are you from? Where do you come from? Who are you?

Classroom Activities

Class 1

Presentation (Day 1, 3-4 minutes)

Begin with the scene, *I can fly!* Play it through without stopping. Find out how much the class understands by asking questions such as: What does the man think he is? What does he think he can do? Where are they?

Key Focus: Grammar Review. Review the verb “be” and the personal pronouns: I, you, he, she, they. Have students look for examples of how each of these is used in the video.

Oral Practice (2-4 minutes): Have students work in pairs or small groups and practice asking each other basic personal questions: Who are you? What can you do? Can you...? What are you? (I’m a student...I’m the president of ... I’m a doctor... I’m a freshman. *Key point!* Have fun, in the spirit of the video!

Follow-up: Have students work on their own with the software. Focus on each sentence, line by line, *without using the text*. Explain that it is important to listen without using text support. The text should only be used to confirm what the student has heard. After the students focus on the first scene, they should preview the next scene, **Inspector Marvin?** As homework (or in class), have the students do Exercise A.

Class 2

Presentation (Day 2, 4-6 minutes)

Begin with the scene, *Inspector Marvin?* Play it through without stopping. Find out how much the class understands by asking questions such as: Who is he? What is he doing? Where are they?

Key Focus: Grammar Review. Review the modal “can” and how it is different from verbs. Focus on question formation, negation, and the fact that it doesn’t change form whether the subject is I, you, he, she or they. Another focus point is *have/have got*, as in “*I haven’t got a name.*” For American English speakers, the form “*I don’t have a name.*” is usually used. *Have you got... becomes Do you have... etc...*

Oral Practice (2-4 minutes): Have students work in pairs or small groups and practice asking each other basic personal questions, with an emphasis on *Have you got ...and Do you have* , as well as *Can you remember...and Who are you? What can you do? Can you...? What are you? (I’m a student...I’m the president of ... I’m a doctor... I’m a freshman, etc..*

Follow-up: Have students work on their own with the software. Focus on each sentence, line by line, *without using the text*. Explain that it is important to listen without using text support. The text should only be used to confirm what the student has heard. After the students focus on this scene, they should review the first scene and then preview the next scene, **Can you speak to him?** As homework (or in class), have the students do Exercise B.

Class 3

Presentation (Day 3, 4-6 minutes)

Begin with the scene, *Can you speak to him?* Play it through without stopping. Find out how much the class understands by asking questions such as: Who is she? What is she doing? Where are they?

Key Focus: Grammar Review. Focus on the telephone expressions and on how to make an appointment: There’s (an inspector, a salesperson, a friend of yours) on the phone. Who’s calling, please? One moment, please. Can you speak to him/her? No, I’m sorry, I can’t. I’ve got some appointments. I’d like to make an appointment, etc. Check to see if the students know the days of the week. If not, review them.

Oral Practice (2-4 minutes): Have students work in pairs or small groups and practice making appointments over the telephone with a receptionist such as Margaret.

Follow-up: Have students work on their own with the software. Focus on each sentence, line by line, *without using the text*. After the students focus on this scene, they should review the first two scenes and *record each sentence*. Then preview the next scene, **And what's your name?** As homework (or in class), have the students do Exercises C & D.

Class 4

Presentation (Day 4, 4-6 minutes)

Begin with the scene, **And what's your name?**. Play it through without stopping. Find out how much the class understands by asking questions such as: Who is she? Who is he? What are they doing? Where are they? Who is Sabina?

Key Focus: Grammar Review. Quickly review all the language points in this unit. Go over the Exercise sheets A-D, and assign Exercise sheet E.

Oral Practice (5-10 minutes): Have students work in pairs or small groups and practice summarizing the first three scenes. For each scene, students should say where it happens, who is there, and what happens. After having students practice in pairs, ask one or two pairs to present their summary of one scene to the class.

Follow-up: Have students work on their own with the software. Students should *review* all four scenes and go on to the support lessons: Dialog Focus, Dictation, and Fill-ins. They should *preview* the first scene in the next unit: **Where are you?** As homework (or in class), have the students do Exercise E.

Follow-up

Once all four scenes have been presented and practiced, introduce the **Dialog Focus, Dictation, and Fill-in** support lessons. Students should do these lessons on their own, *as often as possible*, in the lab or at home, until the language is completely mastered. When their **Completion Percentage** is 80% or more for the first 3 units, they will be ready to take the first **Mastery Test**.

Video Scripts

Who is he?

Harry: You're a bird. You can fly. What are you?
Man: I'm a bird.
Harry: And what can you do?
Man: I can fly.
Harry: Are you a fish? Can you swim?
Man: No. I can't swim. But I can fly. I can fly.
Harry: Good. Very good. Go on! Fly!

Inspector Marvin?

(At the police station)

Policeman: Inspector Marvin?
Marvin: Yes, I'm Inspector Marvin. Is that the man?
Policement: Yes, sir.
Marvin. Hello.
Orwell: Who are you?
Marvin: My name's Marvin, Inspector Marvin. Can I ask you some questions?
Orwell: Questions?
Marvin: Yes. Questions. What's your name? Can you remember? Can you remember your name?
Orwell: I don't know. I don't know my name.
Marvin: Can you remember your address? Where do you live? Where do you come from?
Orwell: I can't remember.
Policewoman: He says he's a bird. He says he can fly.
Marvin: A bird? What's your name?
Orwell: I haven't got a name.
Marvin: Has he got any identification? A passport? A driving license?
Policeman: No, sir. Nothing.
Marvin: Nothing?
Policeman: Nothing, sir. Just these things, in his pockets. An aeroplane boarding card. a ticket, a silver ball-point pen, and a book of matches from an Italian restaurant.
Marvin: Is that all?
Policeman: Yes, sir. That's all.
Policewoman: Any more questions, sir?
Marvin: What?
Policewoman: Have you got any more questions, sir? Or can we take him to the hospital now?
Marvin: No, wait a moment. This pen.
Orwell: What about it?
Marvin: Is it yours?
Orwell: I don't know. I can't remember.
Policewoman: Excuse me, sir, but I think he's ill.
Marvin: Yes, I know. Where's the telephone?
Policeman: Here, sir.
Marvin: This is Inspector Marvin. Get me this number, please.

Can you speak to him?

(Telephone conversation)

Dr Roberts: Yes, Margaret.

Margaret: Dr Roberts, there's an inspector on the phone. Can you speak to him? His name is Marvin, Inspector Marvin.
Marvin: Do you remember me? Inspector Marvin – David Marvin.... Yes, that's right. There's a man here at the police station. Can you see him?
Dr Roberts: No, I'm sorry, I can't. I'm busy today.
Marvin: Yes, I know you're busy...but there's something wrong with this man's memory. I think you can help him.
Dr Roberts: But Inspector, I'm very busy today.
Marvin: Yes, I know...but this man can't remember anything. He can't remember his name, he can't remember his address – he can't remember anything.
Dr Roberts: Inspector, I've got some appointments this afternoon, but perhaps I can change them. Just a moment.... Hello, Margaret? What are my appointments this afternoon, please?
Margaret: Well, there's Mrs Gunn at two o'clock and then there's Mr Sharp at three o'clock, so you're free at three thirty.
Dr Roberts: Inspector? Can you come here, to my clinic, at three thirty this afternoon?... Good. Good-bye.

And what's your name?

(At Dr Robert's clinic)

Dr Roberts: And what's your name?
Orwell: My name? I can't remember it.
Dr Roberts: Yes, you can. You can remember what two and two is. And you can remember your name. You can!
Orwell: I haven't got a name. He says so.
Sline: Who are you? What's your name? Tell me.
Orwell: I... I can't remember.
Sline: No! You haven't got a name!
You haven't got a name..
Marvin: Look at this.
Dr Roberts: To Sabina, with love, Basil.
Orwell: Sabina? Yes, her name is Sabina. Sabina!

Dialog Focus

(Scene 1)

What are you?
[I'm a bird.]
And what can you do?
[I can fly.]
Are you a fish? Can you swim?
[No, I can't swim,] but I can fly. I can fly.
Good. Very Good.

(Scene 2)

Hello. Who are you?
[My name's Marvin.] Inspector Marvin.
Can I ask you some questions?
[Questions?]
Yes, questions. What's your name? Can you remember?
Can you remember your name?
I don't know. [I don't know my name.]
Can you remember your address? Where do you live?
Where do you come from?
[I can't remember.]

(Scene 3)

Yes, Margaret.

Dr Roberts, there's an inspector on the phone. [Can you speak to him?] [His name's Marvin,] Inspector Marvin. Do you remember me? Inspector Marvin--David Marvin. Yes, that's right. There's a man here at the police station. Can you see him?

[No, I'm sorry, I can't.] I'm busy today.

[Yes, I know you're busy...] but there's something wrong with this man's memory. I think you can help him.

[But Inspector, I'm very busy] today.

Yes, I know... but this man can't remember anything. He can't remember his name. He can't remember his address-- he can't remember anything!

Inspector, I've got some appointments this afternoon, but perhaps I can change them. [Just a moment.] Hello Margaret, what are my appointments this afternoon, please?

Well, [there's Mrs Gunn at two o'clock] and then there's Mr Sharp at three o'clock, so you're free at three thirty.

[Thank you.]

Inspector? Can you come here, to my clinic, at three thirty this afternoon? Good! [Goodbye.]

(Scene 4)

And what's your name?

[My name?] [I can't remember it.]

Yes, you can. You can remember what two and two is.

And you can remember your name. You can!

[I haven't got a name.] He says so.

Who are you? What's your name? Tell me.

I...I can't remember.]

No! You haven't got a name!

Dictations

1. You're a bird.
2. You can fly!
3. What are you?
4. I'm a bird.

1. And what can you do?
2. I can fly.
3. Are you a fish? Can you swim?
4. No, I can't swim, but I can fly.

1. What's your name?
2. Can you remember? Can you remember your name?
3. I don't know. I don't know my name.

1. Can you remember your address?
2. Where do you live?
3. Where do you come from?
4. I can't remember.

1. Inspector, I've got some appointments this afternoon, but perhaps I can change them. Just a moment.
2. Hello Margaret, what are my appointments this afternoon, please?
3. Well, there's Mrs Gunn at two o'clock and then there's Mr Sharp at three o'clock, so you're free at three thirty. Thank you.

4. Inspector? Can you come here, to my clinic, at three thirty this afternoon?

1. Who are you? What's your name? Tell me.
2. I...I can't remember.
3. No! You haven't got a name!

Fill-Ins

You're a bird. You [can] fly!

What [are] you?

And what [can you] do?

[Are] you a fish? Can you swim?

No, I [can't] swim, but I can fly.

Is [that] the man?

Can I ask you [some] questions?

[Can] you remember your name?

[Where] do you live?

Where [do] you come from?

He says he's a bird. He says he [can] fly.

I [haven't] got a name.

Has he [got] any identification?

[Have] you got anymore questions, sir?

Excuse me, sir, but I think [he's] ill. Yes, I know.

[Where's] the telephone? Here, sir.

[This] is Inspector Marvin.

Dr Roberts, [there's] an inspector on the phone.

[His] name's Marvin, Inspector Marvin.

Do you remember [me]? Inspector Marvin--David Marvin.

There's a man here [at] the police station.

Can you see him? No, I'm sorry, I [can't]. I'm busy today.

I think you can help [him].

He can't remember his name, he can't remember his address--he can't remember [anything!]

Inspector, [I've] got some appointments this afternoon, but perhaps I can change them.

Well, [there's] Mrs Gunn at two o'clock and then [there's]

Mr Sharp at three o'clock, so you're free at three thirty.

Who are you? [What's] your name?

No! You [haven't] got a name!

EXERCISES

Exercise A

1. Fill in the following chart:

1.	<i>I</i>		<i>a person.</i>
2.	<i>You</i>	<i>aren't</i>	<i>a bird.</i>
3.	<i>He</i>		<i>a man.</i>
4.	<i>She</i>		<i>a woman.</i>
5.	<i>They</i>		<i>people.</i>
6.	<i>I</i>	<i>can</i>	<i>swim.</i>
7.	<i>You</i>		<i>fly.</i>
8.	<i>I</i>		<i>a bird.</i>
9.	<i>He</i>		<i>a woman.</i>
10.	<i>Fish</i>		<i>swim.</i>
11.	<i>Birds</i>		<i>fly.</i>
12.		<i>am not</i>	<i>a bird.</i>

2. Circle the correct word.

Example: Its / **It's** a bird, not a fish.

1. He thinks he *can* / *is* a bird.
2. He thinks he *can* / *is* fly.
3. People *can* / *are* swim, but they *can't* / *can* fly.
4. What *can* / *is* a bird do?
5. *Are* .. / *Can* you speak English?

EXERCISES

Exercise B

1. Fill-in the correct answer.

a. am	b. are	c. bird	d. can	e. do	f. fish
g. fish	h. fly.	i. good	j. is	k. remember	l. swim

Example: He thinks he (j) a bird.

Harry: You're a _____. You can fly. What _____ you?

Man: I'm a bird.

Harry: And what _____ you _____?

Man: I can _____.

Harry: Are you a _____? Can you _____?

Man: No. I can't _____. But I can _____.

Harry: Good. Very _____. Go on! Fly!

2. Match the answers to the questions.

1. What does he do? _____
2. What does he say? _____
3. Can he speak Spanish? _____
4. Where is he from? _____
5. What languages does he speak? _____
6. What is he standing on? _____
7. What does he think he is? _____
8. How well can he play football? _____
9. Does he remember his name? _____
10. Why can't he fly? _____

- a. He plays fairly well. How about you?
- b. He's standing on a bridge.
- c. No, he can't. Can you?
- d. No, he doesn't. Do you?
- e. He isn't a bird.
- f. He thinks he's a bird.
- g. He's a policeman.
- h. He says he can fly.
- i. He speaks English and French.
- j. I don't know. Do you?

EXERCISES

Exercise C

1. Listen to *Inspector Marvin?* and fill-in the missing words.

Example *Inspector Marvin?*

Yes, I'm Inspector Marvin. Is that the man?

1. My name's Marvin, Inspector Marvin. Can I (a) _____ questions?
Questions?
Yes. Questions. What's your name? Can you (b) _____?
2. Where do you live? Where (a) _____?
I (b) _____.
3. He says (a) _____. He says (b) _____.
A bird?
4. Has he (a) _____ identification? A passport? A driving license?
No, sir. (b) _____.
5. Where's the telephone?
Here, sir.
This is Inspector Marvin. _____, please.

2. Connect the two parts of each sentence.

1. Is that _____
2. Can I ask you _____
3. I don't know _____
4. Where _____
5. Has he got _____
6. Can we take him _____
7. Excuse me, sir, but _____
8. Get me _____
9. Any more _____
10. Where's _____

- a. the telephone?
- b. I think he's ill.
- c. this number, please.
- d. questions, sir?
- e. any identification?
- f. some questions?
- g. the man?
- h. do you live?
- i. to the hospital now?
- j. my name.

EXERCISES

Exercise D

Fill-in the correct word:

a. busy	b. free	c. help	d. him	e. His	f. memory
g. on	h. sorry	i. speak.	j. think	k. remember	l. wrong

Example: He can't (k) his name.

1. There's an inspector _____ the phone.
2. Can you _____ to _____? _____ name is Marvin, Inspector Marvin.
3. Can you see him? No, I'm _____, I can't. I'm _____ today.
4. Yes, I know, but there's something _____ with this man's _____.
5. I _____ you can _____ him.

a. address	b. anything	c. change	d. come	e. free	f. my
g. perhaps	h. please	i. some	j. sorry	k. there	l. this

1. This man can't remember _____. He can't remember his _____.
2. Inspector, I've got _____ appointments this afternoon, but _____ I can _____ them.
3. Hello, Margaret? What are _____ appointments _____ afternoon, _____?
4. Inspector? Can you _____ here, to my clinic, at three thirty this afternoon?
5. She is _____ at three-thirty this afternoon.

EXERCISES

Exercise E

1. Rewrite each sentence. Change “I” to “he” or “she”.

Example: I can't remember my name.

*(He) **He can't remember his name.***

1. I haven't got a name.

(He) _____

2. I don't know my name.

(He) _____

3. I'm a bird. I can fly.

(He) _____

4. I'm sorry. I can't.

(She) _____

5. *I'm busy today.*

(She) _____

2. Rewrite each sentence. Change 'have got' to 'have.'

Example: I haven't got a name.

I don't have a name.

1. You haven't got a name.

2. I've got some appointments this afternoon.

3. Have you got any more questions, sir?

4. Has he got any identification?

5. He hasn't got any more questions.

2. Episode 3: Who is Sabina?

Where are you?

We're landing now.

What's in this, sir?

Hmm, bring him here!

Dialog Focus w/SR

Dictations

Grammar Fill-ins

Orwell recalls meeting a woman on an airplane and being questioned in Customs about a plant. He remembers meeting Professor Sline at the airport.

In the first scene, Orwell remembers meeting Sabina on an airplane. She comes from Argentina, but she lives in Mexico City. He can remember her answers to his questions, but he can't remember his answers to her questions.

In the second scene, Orwell says he's staying at the Yorkville Hotel. Sabina says a friend is waiting for her, and they can give Orwell a lift to his hotel in London.

In the third scene, a customs officer questions Orwell about the plant he has, which is a very important plant. Orwell says he has a letter from Oxford University.

In the fourth scene, Orwell is introduced to Professor Sline at the airport.

Goals:

To make a quick review of the third and first person with the present simple.

Students should extend their ability to ask and answer simple personal questions fluently and with correct grammar.

Learning Points

Simple present:

I come from Argentina. I live in Mexico City. I work in a bookshop. I sell books. I love books. They live in Mexico City. They work at the university. My father teaches history, and my mother teaches English.

Present progressive in statements and questions:

We're talking. What are you saying? What are you doing with her? We're landing now. Where are you staying in London? How are you getting to your hotel? A friend is waiting for me. What is he chewing?

Pronouns: *we, they*:

We're still on the plane. We're landing...What do they do? Do they still live in Argentina?

Imperatives:

Try to remember. Please be careful with it! Answer my question, please, sir. Don't break it! Please read it! Bring him here! Stop that! Don't chew gum! Put it there!

Negatives with present tense:

I don't know. It doesn't matter. I don't remember. He doesn't remember.

Yes/No questions with simple present:

Do you like it? Do they still live in Argentina? Do you know where it is? Are you sure? Are you a child or a man? Do you remember?

Wh- questions:

Where are you from? What are they doing? Where are they? What do you do there? What about you? What do they do? What's in this? Why can't I remember? Where do you think it is?

Requests and offers with *can*:

Can I see the letter, please? Can we give you a lift?

Classroom Activities

Class 1

Presentation (Day 1, 3-4 minutes)

Begin with the scene, *Where are you?* Play it through without stopping. Find out how much the class understands by asking questions such as: Where are they? Who are they? Where does she come from? What does she do? How about her parents?

Key Focus: Grammar Review. Review 3rd and 1st person. Have students look for examples of how each of these is used in the video.

Oral Practice (2-4 minutes): Have students work in pairs or small groups and practice asking each other basic personal questions and then reporting the information. “Where are you from?” “I’m from...” “He/she’s from...” What do you do? What do your parents do?

Follow-up: Have students work on their own with the software. Students should focus on each sentence, line by line, *without using the text*. Explain that it is important to listen without using text support. The text should only be used to confirm what the student has heard. After the students focus on the first scene, they should preview the next scene, *We’re landing now*. Students should also review the support lessons from the 1st Unit. As homework (or in class), have the students do Exercise A.

Class 2

Presentation (Day 2, 4-6 minutes)

Begin with the scene, *We’re landing now*. Play it through without stopping. Find out how much the class understands by asking questions such as: Where is he staying? How is he getting to his hotel?

Key Focus: Grammar Review. Review the present progressive: be + V(ing). Contrast the present simple with the present progressive: *What do you do?* *What are you doing?* Note that the progressive expresses a process in time.

Oral Practice (4-6 minutes): Have students work in pairs or small groups and practice summarizing the first two scenes.

Follow-up: Have students work on their own with the software. After the students focus on this scene, they should review the first scene and then preview the next scene, *What’s in this, sir?* As homework (or in class), have the students do Exercise B.

Class 3

Presentation (Day 3, 4-6 minutes)

Begin with the scene, *What’s in this, sir?* Play it through without stopping. Find out how much the class understands by asking questions such as: Where are they? Who is the man? What is he doing?

Key Focus: Grammar Review. Focus on commands, such as *Please be careful with it*, and *Answer my question, please, sir*. How is a command different from a request?

Oral Practice (2-4 minutes): Have students work in pairs or small groups and practice role-playing this scene.

Follow-up: Have students work on their own with the software. Focus on each sentence, line by line, *without using the text*. After the students focus on this scene, they should review the first two scenes and *record each sentence*. Then preview the next scene, *Hmm. Bring him here!* As homework (or in class), have the students do Exercises C.

Class 4

Presentation (Day 4, 4-6 minutes)

Begin with the scene, *Hmm. Bring him here!*. Play it through without stopping. Find out how much the class understands by asking questions such as: Where are they? Who are they?

Key Focus: Grammar Review. Focus on the past tense, regular and irregular verbs: “I *told* you about him on the plane.” She *introduced* Orwell to the Professor. They *met* him at the airport.

Oral Practice (5-10 minutes): Have students work in pairs or small groups and make a list of the events of the first three scenes, using the past tense: *They met on an airplane. They talked. She offered him a lift into London. They landed. He went through Customs. Orwell showed a letter to the customs officer, etc.* After having students practice in pairs, put the list on the board and point out the differences between the regular and irregular verbs.

Follow-up: Have students work on their own with the software. Students should *review* all four scenes and go on to the support lessons: Dialog Focus, Dictation, and Fill-ins. They should *preview* the first scene in the next unit: Go over the Exercise sheets A-C. As homework (or in class), have the students do Exercise D.

Follow-up

Once all four scenes have been presented and practiced, introduce the **Dialog Focus, Dictation, and Fill-in** support lessons. Students should do these lessons on their own, *as often as possible*, in the lab or at home, until the language is completely mastered. When their **Completion Percentage** is 80% or more for the first 3 units, they will be ready to take the first **Mastery Test**.

Video Scripts

Where are you?

(On an airplane)

Dr Roberts: Where are you? Think! Try to remember!
What are you doing with her?
Orwell: We're...we're still on the plane, and we're talking.
Dr Roberts: What are you saying? Try to remember the words.
Orwell: Where are you from, Sabina?
Sabina: Well, I come from Argentina, from an English family. But I live in Mexico City now.
Orwell: Really? What do you do there?
Sabina: I work in a bookshop. I sell books.
Orwell: Do you like it?
Sabina: Yes, I do. I love books.
Orwell: And your parents? Do they still live in Argentina?
Sabina: No, they don't. They live in Mexico City too. They work at the university.
Orwell: Really? That's interesting. What do they do?
Sabina: Well, my father teaches history, and my mother teaches English.
Orwell: I see. So...so they're both teachers.
Sabina: Yes.
Orwell: And that's why your English is so good.
Sabina: Yes, that's right! And what about you? What do you do?
Orwell: Well, I've... I can't remember. I can't remember!
Dr Roberts: Don't worry.
Orwell: But I can remember her answers! She works in a bookshop. She lives in Mexico City but comes from Argentina. Her parents live in Mexico City too. Why can't I remember my answer to her question?

We're landing now.

(Still on an airplane)

Sabina: We're landing now.
Orwell: Oh.
Sabina: Where are you staying in London?
Orwell: In a hotel.
Sabina: Which hotel?
Orwell: Uh, I can't remember the name, but it's...it's here, in my briefcase. Just a moment. Ah, here it is, the Yorkville Hotel. Do you know where it is?
Sabina: No, I don't. How are you getting to your hotel?
Orwell: Oh, I don't know. By bus.
Sabina: A friend is waiting for me. He's got a car. Can we give you a lift?
Orwell: Oh, thank you. That's very kind of you.

What's in this, sir?

(In Customs)

Officer: And what's in this, sir?
Orwell: Please be careful with it!
Officer: Answer my question, please, sir.
Orwell: Pardon? What question?
Officer: What's in it? What is in this bottle?
Orwell: Please be careful with it! Don't break it! It's very important!

Officer: What's in this bottle, sir?
Orwell: It's a plant.
Officer: I can see that. But what kind of plant is it?
Orwell: It comes from South America.
Officer: Well, I'm very sorry, sir.
Orwell: Look. I've...I've got a letter here. It's from Oxford University.
Officer: Can I see the letter, please?
Orwell: Oh, yes, of course. Here it is. Please read it. It's a very important plant.

Hmm. Bring him here!

(At the airport)

Sabina: There he is.
Slime: Hmm. Bring him here.
Sabina: Yes, all right.
Slime: Where do you think it is?
Sabina: In his briefcase, I think.
Slime: Are you sure?
Sabina: No, I said I think so. I can't be sure.
Slime: Harry! Stop that!
Harry: Stop what, boss?
Slime: That stupid game! Are you a child or a man?
Harry: But boss, it's a very good game.
Slime: And stop that!
Harry: What, boss?
Slime: The gum! Don't chew gum! No! Don't put it in your pocket! No! Not on the floor! Over there! Put it there!
Sabina: Hello again!
Orwell: Hello, Sabina.
Sabina: Everything all right?
Orwell: Yes, yes, fine.
Sabina: This is my friend, the professor. Do you remember? I told you about him on the plane.
Orwell: Ah, yes. Professor...uh...Professor?...
Slime: Slime. Professor Slime. Perhaps you know my work.
Orwell: Ah...no, I don't.
Slime: No? It doesn't matter. I know yours.
Orwell: Well, I'm pleased to meet you.
Slime: Yes, I'm very pleased to meet you too.

Dialog Focus

(Scene 1)

Where are you from, Sabina?
Well, [I come from Argentina], from an English family. But I live in Mexico City now.
Really? [What do you do there?]
[I work in a bookshop.] I sell books.
Do you like it?
[Yes, I do.] I love books.
And your parents? Do they still live in Argentina?
[No, they don't.] They live in Mexico City too. They work at the university.
Really? [That's interesting.] What do they do?
Well, [my father teaches history], and my mother teaches English.
I see. So...[so they're both teachers.]

Yes.

And that's why your English is so good.

[Yes, that's right.]

(Scene 2)

Where are you staying in London?

[In a hotel.]

[Which hotel?]

Uh, [I can't remember the name,] but it's...it's here, in my briefcase. Just a moment.

Ah, here it is, the Yorkville Hotel.

Do you know where it is?

[No, I don't.]

How are you getting to your hotel?

[Oh, I don't know.] By bus.

A friend is waiting for me. He's got a car. [Can we give you a lift?]

[Oh, thank you.] [That's very kind of you.]

(Scene 3)

There he is.

Hmm. Bring him here.

Yes, all right.

Where do you think it is?

[In his briefcase, I think.]

Are you sure?

[No, I said I think so.] I can't be sure.

Harry! Stop that!

[Stop what, boss?]

[That stupid game!] Are you a child or a man?

But boss, it's a very good game.

And stop that!

[What, boss?]

The gum! [Don't chew gum!] No! Don't put it in your pocket! No! Not on the floor! Over there! Put it there!

(Scene 4)

Hello again!

Hello, Sabina.

Everything all right?

Yes, yes, fine.

This is my friend, the professor. Do you remember? I told you about him on the plane.

[Ah, yes. Professor]...uh...Professor...

Sline. Professor Sline. Perhaps you know my work.

Ah...[no, I don't.]

No? It doesn't matter. I know yours.

Well, I'm pleased to meet you.

Yes, [I'm very pleased to meet you too.]

Dictations

1. Where are you from, Sabina?
2. Well, I come from Argentina, from an English family. But I live in Mexico City now.
3. Really? What do you do there?
4. I work in a bookshop. I sell books.

1. And your parents? Do they still live in Argentina?
2. No, they don't. They live in Mexico City too. They work at the university.
3. Really? That's interesting. What do they do?
4. Well, my father teaches history, and my mother teaches English.

1. How are you getting to your hotel?
2. Oh, I don't know. By bus.
3. A friend is waiting for me. He's got a car. Can we give you a lift?
4. Oh, thank you. That's very kind of you.

1. What's in this bottle, sir?
2. It's a plant.
3. I can see that. But what kind of plant is it?
4. It comes from South America.

1. Where do you think it is?
 2. In his briefcase, I think.
 3. Are you sure?
 4. No, I said I think so. I can't be sure.
1. This is my friend, the professor. Do you remember? I told you about him on the plane.
 2. Ah, yes. Professor...uh...Professor... Sline. Professor Sline. Perhaps you know my work.
 3. No, I don't. No? It doesn't matter. I know yours.
 4. Well, I'm pleased to meet you. Yes, I'm very pleased to meet you too.

Fill-Ins

Where [are] you from, Sabina?

Well, I [come] from Argentina, from an English family.

But I [live] in Mexico City now.

What do you [do] there?

I work in a bookshop. I [sell] books.

Do you like it? Yes, I [do]. I love books.

No, they don't. They live in Mexico City [too].

That's interesting. What [do] they do?

Well, my father [teaches] history, and my mother [teaches] English.

So...so they're [both] teachers. Yes.

And what about you? [What] do you do?

She lives in Mexico City but [comes] from Argentina.

Her parents [live] in Mexico City too.

[Where] are you staying in London? In a hotel.

Do you [know] where it is?

How are you [getting] to your hotel?

Can we [give] you a lift?

Please be careful with it! [Don't] break it!

[What's] in this bottle, sir?

But [what kind] of plant is it?

It [comes] from South America.

[It's] a very important plant.

[Where] do you think it is? In his briefcase, I think.

Are you [sure]? No, I said I think so. I can't be [sure].

No! Don't [put] it in your pocket!

[They're] on a plane, and [they're] talking.

She lives in Mexico City, [but] she comes from Argentina.

He can't remember his [answer] to her question.

EXERCISES

Exercise A

1. Fill in the following chart about Sabina (I, she) and her parents (they):

1.	<i>I</i>		<i>in Mexico City.</i>
2.	<i>She</i>	<i>works</i>	<i>in a bookshop.</i>
3.		<i>sell</i>	<i>books.</i>
4.		<i>loves</i>	<i>books.</i>
5.	<i>They</i>		<i>in Mexico City too.</i>
6.	<i>They</i>		<i>at the university.</i>
7.	<i>He</i>		<i>history.</i>
8.	<i>She</i>		<i>English.</i>
9.	<i>They</i>		<i>both teachers.</i>
10.		<i>doesn't live</i>	<i>in Argentina.</i>
11.	<i>They</i>		<i>in Argentina.</i>

2. Complete the answers to the questions:

*Example: Where are they? They're **on an airplane.***

- Where is Sabina from? *She's*
- What is he doing? *He's* _____ *to Sabina.*
- Where does Sabina live? *She*
- What does she do there? *She works*
- What do her parents do? *They are*

EXERCISES

Exercise B

1. Fill-in the correct answer.

a. airplane	b. are	c. comes	d. father	e. landing	f. lives
g. mother	h. parents	i. sells	j. talking	k. too	l. works

Example: The plane is (e)

They are on an _____. They are _____. Sabina says she _____ from Argentina, but she _____ in Mexico City. She _____ in a bookshop. She _____ books. Her _____ live in Mexico City _____. Her _____ teaches history, and her _____ teaches English.

2. Match the questions to the answers

1. In a hotel. _____
2. By bus. _____
3. I can't remember the name. _____
4. No, he doesn't. _____
5. My parents are both teachers. _____
6. I work in a bookshop. _____
7. Oh, thank you. _____
8. Yes, I do. _____
9. No, I can't. _____
10. No, they don't. _____

- a. Does he know where his hotel is?
- b. Where is he staying in London?
- c. Which hotel?
- d. What do you do?
- e. Can we give you a lift?
- f. How are you getting to your hotel?
- g. Do they still live in Argentina?
- h. Do you like it?
- i. Why is your English so good?
- j. Can you remember your answer?

EXERCISES

Exercise C

1. Listen to the video (What's in this, sir?) and fill-in the missing words:

Example: And what's in this, sir?

Please be careful with it!

1. Answer my question, please, sir.

(a) _____?

What's in it? (b) _____?

2. Please be careful with it! _____. It's very important!

3. It's a plant.

I can see that. _____?

4. Look. (a) _____. It's from Oxford University.

(b) _____?

5. Here it is. _____. It's a very important plant.

2. Connect the two parts of each sentence.

1. Where are you _____

2. A friend is _____

3. He's got _____

4. Do you know _____

5. How are you _____

6. Can we _____

7. Can I see _____

8. That's why your _____

9. It comes _____

10. Please be _____

a. a car.

b. where it is?

c. English is so good.

d. staying in London?

e. getting to your hotel?

f. waiting for me.

g. give you a lift?

h. careful with it!

i. from South America.

j. the letter, please?

EXERCISES

Exercise D

1. Change each sentence to the past tense:

Example: The Inspector *telephones* Dr Roberts and *makes* an appointment.

*The Inspector **telephoned** Dr Roberts and **made** an appointment.*

1. She has several appointments, so she isn't free.

2. He doesn't have any identification.

3. He doesn't remember his name.

4. Orwell meets Sabina on an aeroplane (airplane), and they talk.

5. Sabina tells him about her friend, the Professor.

6. The Customs Officer asks to see Orwell's letter.

7. Sabina introduces Orwell to her friend, Professor Sline.

8. There is an important plant in the bottle.

9. At the airport, Sabina brings Orwell to the Professor.

10. Sabina says something to Sline when Orwell comes up to meet them.

2. Give the present tense forms of these irregular verbs.

1. was/were	2. brought	3. said	4. told	5. put	6. thought
7. came	8. sold	9. taught	10. did	11. knew	12. gave

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____ 10. _____ 11. _____ 12. _____

3. Episode 4: Footprints in the Sand

**Dr Roberts to see you.
They gave me a lift.
I've got a reservation.
What are your plans?**

*Dialog Focus w/SR
Dictations
Grammar Fill-ins*

In the first scene Dr Roberts visits Inspector Marvin's office. They are trying to find out more about Orwell. Dr Roberts has another name, a Professor Sline. She says Sline was with Sabina at the airport. They find his name on a computer. Sline is connected with drugs.

In the second scene, Orwell and Sline are talking in Sline's car. They are going from the airport to Orwell's hotel. They talk about the weather. Then they talk about the Mepatecs, an ancient civilisation in South America. Orwell is an expert on the Mepatecs, and he has written a book. Sline knows a lot about the Mepatecs, but not as much as Orwell. Orwell remembers who he is. He is Dr Ross Orwell, an archeologist.

In the third scene, Orwell checks in to a hotel.

In the fourth scene, Sline and Sabina ask Orwell to have a drink with them, and he refuses. He says he is tired. Orwell tells all this to Dr Roberts as he regains his memory.

Goals:

To be able to talk about and ask questions about both the past and the present.

To be able to handle simple transactions such as checking in to a hotel.

To practice using regular and irregular verbs.

Learning Points

Simple past, regular and irregular:

He *met* him at the airport. He *was* with... They *gave* me a lift. We *drove* into London. We *talked* about the weather. It *rained* a lot. They *said*, "...". You *wrote* this book, didn't you? He *said* my name. And Sline *had* a copy of your book. Two years ago I *wrote* a book. They *were* a great civilisation. I *checked in*. They *wanted* to have a drink with me. They *left* the hotel. Professor Sline *phoned* me.

Questions with simple past:

And *did it rain*? What *did you say*? What *did they talk about*? Who *wrote* this book? Who *had* a copy of Orwell's book? Sline *had* a copy of *whose book*? What *happened* then? *Did you see* them again? Who *phoned* Orwell.

Questions and answers with was and is:

Was it warm? Yes, it *was*. Which city *is* warmer? What *is* the book about? What kind of doctor *is* he?

Question Tags:

It's always much warmer in Mexico City, isn't it? You are an expert, aren't you? You wrote this book, didn't you?

Future with 'going to':

How long is he going to stay? He's going to stay for two or three days. He isn't sure how long he's going to stay.

Checking into a hotel:

Good evening, sir. I've got a reservation. A single room with a shower. How long are you staying? How would you like to pay? *Would you fill in* this form, please? *Would you like* a newspaper in the morning? If you want to leave before, just let us know.

Invitations and polite refusals:

Would you like a drink first? Have a drink with us. That's very kind of you, but no thanks. Perhaps we can all have dinner together? Well, I don't think I can. I'm meeting some other people tomorrow.

Classroom Activities

Class 1

Presentation (Day 1, 3-4 minutes)

Begin with the scene, *Dr Roberts to see you*. Play it through without stopping. Find out how much the class understands by asking questions such as: Where are they? Who are they? Who is her patient? What new information does Dr Roberts have?

Key Focus: Grammar Review. Review the past tense, regular and irregular verbs. Note that *met* is the past tense, *V(d)*, of *meet*, and *was* is the past tense of *is*. Make a list of other verbs the class knows, and classify them as regular or irregular.

Oral Practice (2-4 minutes): Have students work in pairs or small groups and practice using the past tense form of the verbs in the above list. For example: Sabina *met* the man on an airplane. Dr Roberts *came* to the Inspector's office. She *told* the Inspector about Sline.

Follow-up: Have students work on their own with the software. Students should focus on each sentence, line by line, *without using the text*. After the students focus on the first scene, they should preview the next scene, *They gave me a lift*. Students should also review Unit 2, especially the support lessons. As homework (or in class), have the students do Exercise A.

Class 2

Presentation (Day 2, 4-6 minutes)

Begin with the scene, *They gave me a lift*. Play it through to where Orwell says, "Yes, that's my book." Find out how much the class understands by asking questions such as: What are they talking about? What are they saying about the weather in Mexico City?

Key Focus: Continue focusing on the past tense, especially questions such as *Was it warm?* and *Did it rain?* and short answers, such as *Yes, it was*, and *Yes, it did*. This is also a good place to focus on tag questions, such as: "It's much warmer than in London, *isn't it?*"

Oral Practice (4-6 minutes): Have students work in pairs or small groups and practice summarizing this scene. Then have them practice talking about the weather yesterday and last week, such as: *Did it rain yesterday? What was the weather yesterday? Was it warm? Was it cold? Yes, it was. It was cold*, etc.

Follow-up: Have students work on their own with the software. After they focus on this scene, they should review the first scene and then preview the next scene, *I've got a reservation*. As homework (or in class), have the students do Exercise B.

Class 3

Presentation (Day 3, 4-6 minutes)

Begin with the second half of the scene, *They gave me a lift*. Play it through without stopping. Find out how much the class understands by asking questions such as: Who are the Mepatecs? Who wrote a book? What was the book about? Who is Orwell? What does he do? What is an archaeologist?

Key Focus: Focus on Wh-questions with the past and present forms: What did she do? What does she do? What is she doing? When/Where did she go? When/Where does she go? When/Where is she going? How did he do? How is he doing? Compare the answers to each type of question.

Oral Practice (2-4 minutes): Have students work in pairs or small groups and practice summarizing or role-playing this scene.

Follow-up: Have students work on their own with the software. Focus on each sentence, line by line, *without using the text*. After they review this scene, they should *record each sentence*. Then they should focus once more on the next scene, *I've got a reservation*. As homework (or in class), have the students do Exercises C.

Class 4

Presentation (Day 4, 4-6 minutes)

Go through the scene, *I've got a reservation*. Play it through without stopping. Find out how much the class understands by asking questions such as: Where are they? What does she want? Who does she think he is?

Key Focus: Focus on the 'hotel' language used by the receptionist, especially the polite form: *Would you...* as in *Would you fill in this form, please? Would you like a newspaper? How would you like to pay?*

Oral Practice (5-10 minutes): Have students work in pairs or small groups and practice checking in to a hotel. Students should take turns, playing both the receptionist and a hotel guest.

Follow-up: Have students work on their own with the software. Students should *review* the first three scenes and then go on to *What are your plans?* Remind students to record themselves and listen to their recordings. This will increase their *Completion Percentage*.

Class 5

Presentation (Day 4, 4-6 minutes)

Go through the scene, *What are your plans?* Play it through without stopping. Find out how much the class understands by asking questions such as: Where are they? What do they want?

Key Focus: Grammar Review. Focus on invitations and polite refusals. See the examples from the *Learning Points* for this Unit.

Oral Practice (5-10 minutes): Have students work in pairs or small groups and practice summarizing or role-playing this scene. Students should then practice inviting, accepting and refusing.

Follow-up: Have students work on their own with the software. Students should *review* all four scenes of this unit and then preview the first scene in the next unit: *One o'clock at Alfredo's* As homework (or in class), have the students do Exercise D.

Follow-up

Once all four scenes have been presented and practiced, introduce the **Dialog Focus, Dictation,** and **Fill-in** support lessons. Students should do these lessons on their own, *as often as possible*, in the lab or at home, until the language is completely mastered. When their *Completion Percentage* is 80% or more for the first 3 units, they will be ready to take the first **Mastery Test**.

Video Scripts

Dr Roberts to see you.

(At Inspector Marvin's office)

Policeman: Inspector Marvin?

Marvin: Yes?

Policeman: Dr Roberts to see you, sir.

Marvin: Ah! Hello, Dr Roberts.

Dr Roberts: Hello, Inspector Marvin.

Marvin: Please take a seat.

Dr Roberts: Thank you.

Marvin: How's your patient? Do you know any more about him?

Dr Roberts: Yes, I've got another name for you, a professor. He met him at the airport. He was with Sabina at the airport. His name's Professor Sline. Do you know him?

Marvin: I don't know.

Policewoman: Look, sir. I've got something here.

Dr Roberts: Is it the man we're looking for?

Marvin: Basil Sline...Drugs...

They gave me a lift.

(In Sline's car)

Orwell: They gave me a lift in their car. We drove into London. We talked about the weather.

Sline: Was it warm in Mexico City?

Orwell: Yes, it was. It was very warm.

Sline: Yes, Mexico City is always much warmer than London, isn't it? And did it rain?

Orwell: Yes, it did. It rained a lot.

Sline: Oh yes, I remember the rain in Mexico. 'The rain washes memories away like footprints in the sand.'

Orwell: What did you say?

Sline: You are an expert on the Mepatecs, aren't you?

Orwell: Yes--yes, I am.

Sline: And this is your book, isn't it?

Orwell: Yes--yes, that's my book.

Sline: Don't you remember what the Mepatecs said? They said, 'We can wash memories away like footprints in the sand.'

Orwell: Yes. You know a lot about the Mepatecs.

Sline: Not as much as you. You wrote this book, didn't you? And you are Dr Ross Orwell, aren't you?

Orwell: He said my name, Dr Ross Orwell!

Dr Roberts: Doctor Ross Orwell?

Orwell: Yes! I'm an archeologist!

Dr Roberts: And Sline had a copy of your book.

Orwell: Yes. Two years ago I wrote a book about the Mepatecs. They were a great civilisation in South America.

I've got a reservation.

(At a hotel)

Receptionist: Good evening, sir.

Orwell: Good evening. My name is Orwell. I've got a reservation. A single room, with a shower.

Recep: Ah, yes. Dr Orwell. Would you fill in this form, please, Dr Orwell?

Orwell: Yes, of course.

Recep: (sneezes) Oh, excuse me. I think I'm catching a cold. You're a doctor. You could give me something for it!

Orwell: Give you something for it? For your cold, you mean? I'm not that kind of doctor.

Recep: Oh, aren't you?

Orwell: No, I'm an archeologist.

Recep: An archeologist? Oh, I see.

Orwell: Is that all right?

Recep: Yes, Dr Orwell. Would you like a newspaper in the morning?

Orwell: Yes, The Times.

Recep: OK, sir. Your room is 523. And how long are you staying?

Orwell: I'm not sure. Three days, perhaps two.

Recep: Well, let's say three, and if you want to leave before, just let us know. And how would you like to pay?

Orwell: By credit card. Would you like to see it?

Recep: Yes, please. And here is your key, sir.

Orwell: Thank you.

What are your plans?

(At a hotel)

Sline: And what are your plans for this evening?

Orwell: I'm very tired. I'd like to go to bed.

Sline: Would you like a drink first?

Sabina: Yes, please, Dr Orwell. Have a drink with us before you go to bed.

Orwell: Well, that's...that's very kind of you but...no, thanks.

Sline: Of course, of course. But what about tomorrow? Have you got any plans?

Orwell: I'm very busy tomorrow, but...

Sline: Perhaps we can all have dinner together?

Sabina: Oh yes, that would be nice!

Orwell: Well, er...I'm...I don't think I can. I'm meeting some other people tomorrow. I...I hope you understand.

Sline: Of course I understand, Dr Orwell. Don't worry about it. I'm sure we can meet again some time.

Orwell: I hope so, too. Well, goodbye. Thank you again for the lift.

Sabina: Sleep well, Dr Orwell.

(At Dr Robert's clinic)

Orwell: They drove me to the hotel. I checked in. They wanted to have a drink with me, but I was tired. I wanted to go to bed.

Dr Roberts: What happened then?

Orwell: They left the hotel and I went to bed.

Dr Roberts: Did you see them again?

Orwell: Yes, I did. Professor Sline phoned me.

Dialog Focus

(Scene 1)

They gave me a lift in their car. We drove into London.
We talked about the weather.
Was it warm in Mexico City?
[Yes, it was.] It was very warm.
Yes, Mexico City is always much warmer than London,
isn't it? And did it rain?
[Yes, it did.] It rained a lot.
Oh yes, I remember the rain in Mexico. 'The rain washes
memories away like footprints in the sand.'
What did you say?
You are an expert on the Mepatecs, aren't you?
Yes—[yes, I am.]
And this is your book, isn't it?
Yes—[yes, that's my book.]
Don't you remember what the Mepatecs said? They said,
'We can wash memories away like footprints in the
sand.'
Yes. You know a lot about the Mepatecs.
[Not as much as you.] You wrote this book, didn't you?
And you are Dr Ross Orwell, aren't you?

(Scene 2)

(sneezes) Oh, excuse me. I think I'm catching a cold.
You're a doctor. You could give me something for it!
Give you something for it? [For your cold, you mean?]
I'm not that kind of doctor.
[Oh, aren't you?]
[No, I'm an archeologist.]
An archeologist? [Oh, I see.]
Is that all right?
[Yes, Dr Orwell.] Would you like a newspaper in the
morning?
[Yes, The Times.]
OK, sir. Your room is 523. And how long are you
staying?
[I'm not sure.] Three days, perhaps two.
Well, let's say three, and if you want to leave before, just
let us know. And how would you like to pay?
[By credit card.] Would you like to see it?
Yes, please. And here is your key, sir.
[Thank you.]

(Scene 3)

And what are your plans for this evening?
[I'm very tired.] I'd like to go to bed.
Would you like a drink first?
Yes, please, Dr Orwell. Have a drink with us before you
go to bed.
Well, that's...[that's very kind of you but...no, thanks.]
Of course, of course. But what about tomorrow? [Have
you got any plans?]
[I'm (very) busy tomorrow], but...
Perhaps we can all have dinner together?
Oh yes, that would be nice!
Well, er...I'm...[I don't think I can.] I'm meeting some
other people tomorrow. I...[I hope you understand.]
Of course I understand, Dr Orwell. Don't worry about it.
I'm sure we can meet again some time.

[I hope so, too.] Well, goodbye. [Thank you again for the
lift.]

Sleep well, Dr Orwell.

Dictations

1. They gave me a lift in their car. We drove into London.
2. We talked about the weather.
3. Was it warm in Mexico City? Yes, it was. It was very warm.
4. Yes, Mexico City is always much warmer than London, isn't it?
 1. And did it rain?
 2. Yes, it did. It rained a lot.
 3. Oh yes, I remember the rain in Mexico.
 4. 'The rain washes memories away like footprints in the sand.'
1. Oh, excuse me. I think I'm catching a cold.
2. You're a doctor. You could give me something for it!
3. Give you something for it? For your cold, you mean?
4. I'm not that kind of doctor. Oh, aren't you?
 1. Your room is 523. And how long are you staying?
 2. I'm not sure. Three days, perhaps two.
 3. Well, let's say three, and if you want to leave before, just let us know.
 4. And how would you like to pay? By credit card.
1. And what are your plans for this evening? I'm very tired. I'd like to go to bed.
2. Would you like a drink first?
3. Yes, please, Dr Orwell. Have a drink with us before you go to bed.
4. Well, that's...that's very kind of you but...no, thanks.
 1. They drove me to the hotel. I checked in.
 2. They wanted to have a drink with me, but I was tired. I wanted to go to bed.
 3. What happened then? They left the hotel and I went to bed.
 4. Did you see them again? Yes, I did. Professor Sline phoned me.

Fill-Ins

Dr Roberts to [see] you, sir.
Please [take] a seat. Thank you.
Yes, I've got [another] name for you, a professor.
He [met] him at the airport.
Is it the man we're looking [for]?
They gave me a lift in their car. We [drove] into London.
Was it warm in Mexico City? Yes, it [was].
Yes, Mexico City is always much [warmer] than London,
isn't it?
And [did] it rain?

Yes, it did. It rained a [lot].
You are an expert on the Mepatecs, [aren't] you?
You know a [lot] about the Mepatecs.
You wrote this book, [didn't] you?
Yes. Two years [ago] I wrote a book about the Mepatecs.
[Would] you fill in this form, please, Dr Orwell?
I'm not [that kind] of doctor.
[Would you] like a newspaper in the morning?
Your room is 523. And how [long] are you staying?
And how would you like [to pay]? By credit card.
I'm very tired. I'd like [to go] to bed.
[Would] you like a drink first?
Have a drink with us [before] you go to bed.
But what about tomorrow? [Have] you got any plans?
I'm meeting some [other] people tomorrow.
They [drove] me to the hotel. I checked in.
They wanted to have a drink with me, but I [was] tired.
I wanted [to go] to bed.
They [left] the hotel and I went to bed.

EXERCISES

Exercise A

1. Listen to the video (*Dr Roberts to see you*) and fill-in the missing words:

Example: *Inspector Marvin?*

Yes? Dr. Roberts to see you. sir.

1. How's your patient? Do you _____ about him?
2. Yes, I've got _____, a professor.
3. He (a) _____ at the airport. He (b) _____ Sabina at the airport.
4. His name's Professor Sline. _____?
5. Look, sir. I've _____.

2. Put the sentences into the past tense.

1. He (a) (meet) _____ Sabina on an airplane and they (b) (talk) _____.
2. She (tell) _____ him about her friend, the Professor.
3. He (remember) _____ her answers to his questions.
4. The Customs Officer (ask) _____ to see Orwell's letter.
5. He (have) _____ a plant, and a letter from Oxford University.
6. He (shake) _____ hands with Professor Sline at the airport.
7. Dr Roberts (come) _____ to the Inspector's office.
8. She (take) _____ a seat in his office.
9. She (have) _____ another name for the Inspector.
- 10 His name (be) _____ on the computer.

EXERCISES

Exercise B

1. Fill-in the correct answer.

a. a lot	b. another	c. drove	d. gave	e. like	f. memories
g. rained	h. remembered	i. talked	j. warm	k. washes	l. weather

Example: They (e) him a lift in their car.

They ^l_____ into London. They _____ about the _____. It was _____ in Mexico City, and it _____. It rained _____. He _____ the rain in Mexico. The rain _____ away _____ footprints in the sand.

2. Match the questions to the answers

1. Yes, it was. _____
2. By car. _____
3. He wrote a book.. _____
4. A lot. _____
5. Yes, it is. _____
6. Yes, I am. _____
7. Not as much as you. _____
8. Yes, it did. _____
9. Mexico City. _____
10. No, he didn't. _____

- | |
|---|
| <ol style="list-style-type: none"> a. You are an expert, aren't you? b. How did he get into London? c. And did it rain? d. Sline wrote the book, didn't he? e. Was it warm in Mexico City? f. How much did it rain? g. It's always much warmer, isn't it. h. What did he write? i. You know a lot about them, don't you? j. Which city is usually warmer? |
|---|

EXERCISES

Exercise C

1. Listen to *I've got a reservation* and fill-in the missing words:

Example: Good evening, sir.

Good evening. *My name is Orwell.*

1. My name is Orwell. I've _____ . A single room, with a shower.
2. Ah, yes. Dr Orwell. (a) _____ fill in this form, please, Dr Orwell?
Yes, (b) _____.
3. Oh, excuse me. I think (a) _____ . You're (b) _____ .
You could (c) _____ me (d) _____ for it.
4. I'm not (a) _____ doctor.
Oh, (b) _____ ?
No, I'm an archeologist.
5. Your room is 523. And (a) _____ ?
(b) _____ . Three days, (c) _____ two.

2. Connect the two parts of each sentence.

1. And here is _____
2. How would you _____
3. I'd like to pay _____
4. Would you like _____
5. If you want to leave before, _____
6. She'd like _____
7. He isn't sure how long _____
8. He has a reservation _____
9. She thinks _____
10. He'd like a newspaper _____

- a. by credit card.
- b. in the morning.
- c. he's a medical doctor.
- d. for a single room.
- e. your key, sir.
- f. to see my credit card?
- g. he's going to stay.
- h. like to pay?
- i. just let us know.
- j. something for her cold.

EXERCISES

Exercise D

1. Fill-in the correct answer.

- | | | | | | |
|---------------|----------|----------|-----------|---------|----------|
| a. checked in | b. drove | c. from | d. left | e. met | f. plans |
| g. stayed | h. tired | i. to go | j. wanted | k. went | l. with |

Example: Do you have any (f)

They ^l_____ him to the hotel. He _____. They _____ to have a drink _____ him, but he was _____. He wanted _____ to bed. Then they _____ the hotel and he _____ to bed.

2. Connect the two parts of each sentence.

1. Have a drink with us _____
2. What are your plans _____
3. That's very kind of you, _____
4. I'd like to go _____
5. But what about _____
6. Perhaps we can all _____
7. Yes, that would. _____
8. I'm meeting some. _____
9. I don't think _____
10. I hope _____

- | |
|---------------------------|
| a. but no thanks. |
| b. to bed. |
| c. tomorrow? |
| d. you understand. |
| e. I can. |
| f. be nice. |
| g. for this evening? |
| h. have dinner together. |
| i. before you go to bed. |
| j. other people tomorrow. |

4. Episode 5: One o'clock at Alfredo's

It's about your manuscript.

Can I help you?

Why don't you sit down?

Where's Professor Sline?

Dialog Focus w/SR

Dictations

Grammar Fill-ins

Orwell recalls a phone call from Sline. Sline has stolen Orwell's manuscript and the plant. Sline tells him to come to an Italian restaurant, Alfredo's at one o'clock.

In the second section, Dr Roberts buys a copy of Dr Orwell's book: The Mepatecs: The Lost Civilisation.

In the third section, Orwell arrives at the restaurant and is invited to sit down with Sabina. They order something while they wait for Sline, and Sabina puts something into Orwell's drink.

In the final section, Sline arrives at the restaurant, and Orwell begins to feel sick.

Goals:

To be able to handle simple transactions such as purchasing something and ordering in a restaurant.

To be able to use *will* to express future certainty.

Learning Points

Future with *will*:

He'll be here soon. I'll spell that for you. I'll tell you later. I'll be there at one o'clock. He'll be there at one o'clock. I'll order for you.

Negatives with past tense:

I didn't drink anything. It wasn't him. No, I didn't.

Past Simple:

He stole the manuscript. Who wrote it? I told you. When I was a boy, I loved oranges. What did you drink before you came?

Some, any:

I didn't drink anything. How much did you drink? He drank some orange juice. He doesn't want any minestrone. But I'll have some. Why don't you have some lasagne?

Adverbs:

Did you sleep well? No. I slept badly, very badly. He doesn't look well. I usually have tomato juice.

Apologies:

I'm sorry I'm late. I'm very sorry, but it's about your manuscript. I'm sorry. I was wrong.

Making a purchase:

Can I help you? Yes, I'm looking for... Have you got it? How much is it. Thank you. I'll take it.

Ordering at a restaurant:

Are you ready to order? Two lasagnas, please. Would you like something to drink? Just a glass of orange juice to begin with. Oh, I'll have an orange juice. I'll order for you. What would you like after that? Is that all? I don't think so. Later, perhaps.

Suggestions:

Why don't you sit down? Why don't you have some lasagne?

Classroom Activities

Class 1

Presentation (Day 1, 4-6 minutes)

Begin with the scene, *It's about your manuscript*. Play it through without stopping. Find out how much the class understands by asking questions such as: Where is Orwell/Sline? What are they talking about? See if the students can fluently repeat some of the sentences, such as: *I know it's rather early, Dr Orwell*.

Key Focus: Note how *will* is used to express certainty about the future, or intention. Contrast the difference in meaning between: *I'll/She'll be there, I/he may be there, I'm/They're going to be there*.

Oral Practice (3~5 minutes)

In pairs, or small groups, have students practice summarizing or role-playing this scene.

Follow-up: Have students work on their own with the software. Students should focus on each sentence, line by line, *without using the text*. After the students focus on the first scene, they should preview the next scene, *Can I help you?* Students should also review Unit 3, especially the support lessons. As homework (or in class), have the students do Exercise A.

Class 2

Presentation (Day 2, 4-6 minutes)

Go through the scene, *Can I help you?* Find out how much the class understands by asking questions such as: Where are they? What is Dr Roberts doing? What does she want to buy? Who wrote it?

Key Focus: Focus on the language of purchasing. How is Dr Roberts greeted? Have students identify the phrases they think can be used in other buying situations.

Oral Practice (4-6 minutes): Have students work in pairs or small groups and practice role-playing this scene. Have them practice buying things such as a dictionary, something to wear, a computer, etc.

Follow-up: Have students work on their own with the software. After they focus on this scene, they should review the first scene and then preview the next scene, *Why don't you sit down?* As homework (or in class), have the students do Exercise B. Students should continue to review the support lessons in Unit 3.

Class 3

Presentation (Day 3, 4-6 minutes)

Go through the scene, *Why don't you sit down?* Play it through without stopping. Find out how much the class understands by asking questions such as: Where are they? How does Orwell feel? Why?

Key Focus: Focus on the language of ordering at a restaurant. See if the class can vocalize the key phrases in the dialog. Note the suggestions: *Why don't you...*

Oral Practice (2-4 minutes): Have students work in pairs or small groups and practice ordering in a restaurant. Find out what kind of food the class likes and doesn't like.

Follow-up: Have students work on their own with the software. Focus on each sentence, line by line, *without using the text*. After they review this scene, they should *record each sentence*. Then they should focus once more on the next scene, *Where's Professor Sline?* As homework (or in class), have the students do Exercises C.

Class 4

Presentation (Day 4, 4-6 minutes)

Go through the scene, *Where's Professor Sline?* Play it through without stopping. Find out how much the class understands by asking questions such as: Where are they? Why is Sline late? What's wrong with Orwell?

Key Focus: Focus on the language used to apologize: *I'm sorry I'm late*, etc.

The Lost Secret ~ Unit 4: One o'clock at Alfredo's

Oral Practice (3-5 minutes): Have students work in pairs or small groups and practice summarizing this scene. One student can act as a reporter and ask the other student(s) what happened: Who was at the restaurant? When did Sline come? What happened?

Follow-up: Have students work on their own with the software. Students should *review* all four scenes in this unit and then preview the next unit. Remind students to record themselves and listen to their recordings. This will increase their *Completion Percentage*. Have the students do Exercise D.

Follow-up

Once all four scenes have been presented and practiced, introduce the **Dialog Focus, Dictation,** and **Fill-in** support lessons. Students should do these lessons on their own, *as often as possible*, in the lab or at home, until the language is completely mastered. When their *Completion Percentage* is 80% or more for the first 3 units, they will be ready to take the first **Mastery Test**.

Video Scripts

It's about your manuscript.

(On the telephoner)

Sline: I know it's rather early, Dr Orwell. I'm very sorry, but it's important. It's...it's about your manuscript.

Orwell: ..My...my what? Uh, I...I don't think I understand.

Sline: Come, come, Dr Orwell, your manuscript! I'm sure you know what I'm talking about. It's in front of me, and it's very interesting. And the plant--I've got that too. You do remember the plant, don't you?

Orwell: How did you get them?

Sline: I'll tell you later. But remember, I've got them here, and that's the important thing! Are you listening to me?

Orwell: Yes, yes, I'm listening, I'm still here.

Sline: Then meet me at Alfredo's restaurant. I'll spell that for you. Have you got a pen? Good. A-L-F-R-E-D-O-apostrophe-S. The address is in the telephone book. I'll be there at one o'clock.

Can I help you?

(At a bookstore)

Salesperson: Can I help you, madam?

Dr Roberts: Yes, I'm looking for a book about the Mepatecs.

Salesperson: The Mepatecs... What's the title?

Dr Roberts: It's called 'The Mepatecs: The Lost Civilisation.' It's an archeology book.

Salesperson: Who wrote it?

Dr Roberts: Dr Ross Orwell. Have you got it?

Salesperson: Yes, we have.

Dr Roberts: Good.

Salesperson: It's here.

Dr Roberts: How much is it?

Salesperson: Twelve pounds fifty.

Dr Roberts: Thank you. I'll take it.

Why don't you sit down?

(At Alfredo's)

Sabina: Why don't you sit down?

Orwell: Where is he?

Sabina: He's coming.

Orwell: When?

Sabina: Soon.

Orwell: Why isn't he here now? He said one o'clock.

Sabina: He'll be here soon. I told you. Please, sit down.

Waiter: Here are the menus. The lasagne is very good today. Would you like something to drink?

Sabina: Just a glass of orange juice to begin with.

Waiter: One glass orange juice.

Sabina: It is fresh orange juice, isn't it?

Waiter: Of course, madam. Everything in our restaurant is fresh. And you, sir, would you like something to drink?

Orwell: Oh, I'll have an orange juice.

Sabina: (to Orwell) The food's very good here. It's Italian. Do you like Italian?

Orwell: I'm not hungry!

Sabina: Why don't you have some lasagne?

Orwell: I don't want anything! I want to speak to the professor.

Sabina: Shh. The waiter's coming. I'll order for you.

Waiter: Two orange juices. Are you ready to order, or would you like some more time?

Sabina: The minestrone is very good. It's made with fresh vegetables. Try it. I'm sure you'll like it.

Orwell: I'm not hungry.

Sabina: He isn't hungry. He doesn't want any minestrone. But I'll have some.

Waiter: And after that? What would you like after that?

Sabina: Two lasagnes, please. I know you're not hungry. But you'll like the lasagne here. It really is very good.

Waiter: Is that all? Would you like some wine?

Sabina: Would you like some wine?

Orwell: No.

Sabina: Ah, I don't think so. Later, perhaps.

Where's Professor Sline?

(At Alfredo's)

Sabina: Well, how are you today? Did you sleep well?

Orwell: No, I didn't. I slept badly, very badly.

Sabina: Oh, I'm sorry.

Orwell: Where's Professor Sline? I want to speak to him.

Sabina: Ah, I think he's coming. (puts something into his drink) Oh, I'm sorry. I was wrong. It wasn't him.

Orwell: Do you work for him?

Sabina: No, I don't work for him. Ah! Here he is now.

Sline: I'm sorry I'm late. But the traffic was heavy.

Orwell: Where is it?

Sline: Where is what?

Orwell: My manuscript. Where is it?

Sline: Oh, we can talk about that later. I'd like to eat first. I am very hungry. Waiter! I usually have tomato juice, but ah! today I think I'll have some orange juice. When I was a boy, in Austria, I loved oranges. I always... What's the matter, Dr Orwell? Are you all right?

Orwell: I want...I want my manuscript.

Sline: Are you all right?

Orwell: I feel...I feel...

Sabina: He doesn't look well.

Sline: No, you don't look well. Are you ill? Or are you drunk?

Orwell: Drunk? I'm drinking orange juice!

Sline: Ah, but what did you drink before you came? How much whisky? How much wine?

Orwell: I didn't...I didn't drink anything.

Dialog Focus

(Scene 1)

I know it's rather early, Dr Orwell. I'm very sorry, but it's important. It's...it's about your manuscript.

My...[my what?] Uh, I...I don't think I understand.

Come, come, Dr Orwell, your manuscript! [I'm sure you know what I'm talking about.] It's in front of me, and it's

The Lost Secret ~ Unit 4: One o'clock at Alfredo's

very interesting. And the plant--I've got that too. [You do remember the plant, don't you?]

How did you get them?

I'll tell you later. But remember, I've got them here, and that's the important thing! Are you listening to me?

Yes, [yes, I'm listening,] I'm still here.

Then meet me at Alfredo's restaurant.

I'll spell that for you. [Have you got a pen?] Good. A-L-F-R-E-D-O-apostrophe-S. The address is in the telephone book. [I'll be there at one o'clock.]

(Scene 2)

Can I help you, madam?

[Yes, I'm looking for a book about the Mepatecs.]

The Mepatecs... What's the title?

[It's called 'The Mepatecs: The Lost Civilisation.'] It's an archeology book.

[Who wrote it?]

[Dr Ross Orwell.] Have you got it?

[Yes, we have.]

Good.

It's here.

How much is it?

[Twelve pounds fifty.]

[Thank you. I'll take it.]

(Scene 3)

Why don't you sit down?

Where is he?

[He's coming.]

When?

Soon.

Why isn't he here now? He said one o'clock.

[He'll be here soon.] I told you. Please, sit down.

Here are the menus. The lasagne is very good today.

Would you like something to drink?

[Just a glass of orange juice] to begin with.

One glass orange juice.

It is fresh orange juice, isn't it?

Of course, madam. Everything in our restaurant is fresh.

And you, sir, [would you like something to drink?]

Oh, [I'll have an orange juice.]

(Scene 4)

Do you work for him?

[No, I don't work for him.] Ah! Here he is now.

I'm sorry I'm late. But the traffic was heavy.

My manuscript. Where is it?

[Where is what?]

My manuscript.

Oh, [we can talk about that later.] I'd like to eat first. I am very hungry. Waiter! I usually have tomato juice, but ah! today I think I'll have some orange juice. When I was a boy, in Austria, I loved oranges. I always....

What's the matter, Dr Orwell? [Are you all right?]

Orwell: I want...I want my manuscript.

[Are you all right?]

I feel...I feel...

He doesn't look well.

[No, you don't look well.] Are you ill? Or are you drunk?

Drunk? I'm drinking orange juice!

Ah, but what did you drink before you came? How much whisky? How much wine?

I didn't...[I didn't drink anything.]

Dictations

1. Are you listening to me?

Yes, yes, I'm listening, I'm still here.

2. Then meet me at Alfredo's restaurant.

3. I'll spell that for you. Have you got a pen?

Good. A-L-F-R-E-D-O-apostrophe-S.

4. The address is in the telephone book.

1. Can I help you, madam?

2. Yes, I'm looking for a book about the Mepatecs.

3. The Mepatecs... What's the title?

4. It's called 'The Mepatecs: The Lost Civilisation.'

1. It's an archeology book.

2. Who wrote it?

Dr Ross Orwell.

3. Have you got it?

Yes, we have. Good. It's here.

4. How much is it?

Twelve pounds fifty. Thank you. I'll take it.

1. The lasagne is very good today. Would you like something to drink?

2. Just a glass of orange juice to begin with.

One glass orange juice.

3. It is fresh orange juice, isn't it?

4. Of course, madam. Everything in our restaurant is fresh.

1. He isn't hungry. He doesn't want any minestrone. But I'll have some.

2. And after that? What would you like after that?

3. Two lasagnes, please. I know you're not hungry.

4. But you'll like the lasagne here. It really is very good.

1. Are you all right?

I feel... I feel... He doesn't look well.

2. No, you don't look well. Are you ill? Or are you drunk? Drunk? I'm drinking orange juice!

3. Ah, but what did you drink before you came? How much whisky? How much wine?

4. I didn't...I didn't drink anything.

Fill-Ins

I know it's rather [early], Dr Orwell.

It's [about] your manuscript.

It's [in front] of me, and it's very interesting.

I'll tell you [later].

[I'll] be there at one o'clock.

Yes, [I'm] looking for a book about the Mepatecs.

Have you got it? Yes, we [have].

Thank you. [I'll] take it.

[He's] coming.

[He'll] be here soon. I told you.

Would you like something [to drink]?

Oh, I'll [have] an orange juice.

The Lost Secret ~ Unit 4: One o'clock at Alfredo's

Are you ready to order, or [would] you like some more time?

The minestrone is very good. It's [made] with fresh vegetables.

He isn't [hungry]. He doesn't want any minestrone.

But [you'll] like the lasagne here. It really is very good.

[Would you] like some wine?

Did you sleep [well]?

No, I didn't. I slept [badly], very [badly].

Where's Professor Sline? I [want] to speak to him.

I'm sorry I'm [late]. But the traffic was heavy.

I'd like to eat first. I am very [hungry].

Waiter! I usually have tomato juice, [but] ah! today I think I'll have some orange juice.

When I was a boy, in Austria, I [loved] oranges....

Are you ill? Or are you [drunk]?

Ah, but what did you [drink] before you came? How much whisky? How much wine?

I [didn't] drink anything.

EXERCISES

Exercise A

1. Listen to *It's about your manuscript* and fill-in the missing words:

Example: My... my what? I don't think I understand.

Come, come, Dr Orwell your manuscript!

1. I'm sure you know what I'm (a)_____. It's in front of me, and
it's (b)_____. And the plant, I've got that too. You
(c)_____ the plant, (d)_____?

2. How did you get them?

(a)_____. But (b)_____, I've got them here,
and (c)_____ the important thing!

3. Are you (a)_____ to me?

Yes, yes, (b)_____. I'm (c)_____ here.

2. Fill-in the correct answer.

a. address	b. asks	c. has	d. he'll	e. isn't	f. looks
g. meet	h. phones	i. says	j. sees	k. tells	l. there

Sline l Orwell and _____ him that he _____ his manuscript. Orwell _____ in his briefcase and _____
that his manuscript _____ there. Sline _____ him if he is listening. Orwell _____ he is. Then Sline tells
him to _____ him at Alfredo's restaurant. The _____ is in the telephone book. Sline says _____ be _____
at one o'clock.

EXERCISES

Exercise B

1. Complete the answers to the questions:

Example: Where is Dr Roberts? She's in a bookshop.

1. What kind of shop is it? It's _____
2. What is she looking for? She's _____ about the Mepatecs.
3. What kind of book is it? It's _____
4. Who wrote the book? Dr. Ross Orwell
5. How much is it? It's _____

2. Match the questions to the answers

1. Yes, it did. _____
2. Professor Sline. _____
3. Dr Roberts. _____
4. Dr Ross Orwell. _____
5. He stole the manuscript. _____
6. Can I help you? _____
7. No, he wasn't. _____
8. The Meptaecs: The Lost Civilisation. _____
9. She's a doctor. _____
10. No, he didn't. _____

- a. Who bought a book?
- b. Who has the manuscript?
- c. Who wrote a book about the Mepatecs?
- d. Did the bookshop have the book?
- e. Was Professor Sline in the bookshop?
- f. Who is Dr Roberts?
- g. What did the shopkeeper say to Dr Roberts?
- h. What did Sline do?
- i. What was the book called?
- j. Did Professor Sline write the book?

EXERCISES

Exercise C

1. Listen to *Why don't you sit down?* and fill-in the missing words:

Example: *Where is he?*

He's coming.

1. The waiter's coming. I'll _____.
2. Are you (a) _____, or would you like (b) _____?
3. It's made with fresh vegetables. (a)_____. (b)_____.
4. He isn't (a)_____. He (b) _____ any minestrone.
But (c)_____.
5. Two lasagnes, please. I know (a) _____. But (b) _____
the lasagne here. It (c)_____.

2. Connect the two parts of each sentence.

1. Why isn't he _____
2. Would you like _____
3. Everything in our restaurant _____
4. It is fresh _____
5. Why don't you _____
6. I want to _____
7. I'll order _____
8. Are you ready _____
9. He doesn't want _____
10. What would you _____

- a. speak to the professor.
- b. like after that?
- c. any minestrone.
- d. is fresh.
- e. orange juice, isn't it?
- f. something to drink?
- g. have some lasagne?
- h. for you.
- i. to order?
- j. here now?

EXERCISES

Exercise D

1. Fill-in the correct answer.

a. badly	b. early	c. first	d. heavy	e. late	f. later
g. order	h. talk	i. today	j. to speak	k. traffic	l. well

Example: How are you (i)

Orwell didn't sleep _____. He slept _____, very _____. He wanted _____ to Professor Sline. Professor Sline was _____ because the _____ was _____. Orwell wanted to _____ about the manuscript, but Professor Sline wanted to talk about it _____. He wanted to eat _____.

2. Connect the two parts of each sentence.

1. Orwell doesn't have his manuscript because _____
2. Orwell doesn't want to order anything to eat because _____
3. Orwell feels sick because _____
4. Sline came late because _____
5. Sline usually has tomato juice, but today _____
6. When Sline was a boy, _____
7. Orwell isn't drunk because _____
8. Sline wants to talk about the manuscript later because _____
9. The minestrone is very good because _____
10. Orwell doesn't want any minestrone, _____

- a. he isn't hungry.
- b. the traffic was heavy.
- c. Sline stole it from him.
- d. but Sabina is going to have some.
- e. Sabina put something in his drink.
- f. he didn't drink anything.
- g. it's made with fresh vegetables.
- h. he's going to have orange juice.
- i. he loved oranges.
- j. he wants to eat first.

5. Episode 6: The Laboratory

Wake up Dr Orwell

Please don't destroy my work

Do you want to kill him?

Which symbols?

Dialog Focus w/SR

Dictations

Grammar Fill-ins

In this unit, Sline and Sabina question Orwell in their laboratory. Sline wants to find out what some symbols mean, so he tests Orwell to see how much he knows.

In the second scene Sline gets Orwell to confirm that two symbols together mean 'rainflower.' Then he gives Orwell the important test, to find out whether a symbol means man or woman. Orwell says he doesn't know, so Sline says he doesn't need Orwell's help. He threatens to give Orwell a drug, the 'memory drug' of the Mepatecs. Sline has made the drug from the Telo plant that Orwell had inside his bottle.

Sabina tries to stop Sline from giving the drug. Sline says it won't kill him. Then he gets the idea to use the drug to destroy Orwell by making him think he is a bird that can fly. Then he forces Orwell to drink the drug.

In the final scene, Dr Roberts asks Orwell about the real meaning of symbols. He tells her that nobody really knows their meaning.

Goals:

To be able to use 'going to' to express both intention and the future.

To review and extend the past tense.

Learning Points

Future with going to:

You're going to help me. You're going to give it to me. I'm going to test the drug. I'm still not sure how I'm going to do it. That's how I'm going to do it.

Questions with going to:

What are you going to do? Aren't you going to help me? Are you going to answer my questions? Or aren't you?

Why questions:

Why are you asking me? Why did he ask you those questions?

Definite and indefinite reference:

Get *the* manuscript. *It's* very interesting. A very interesting manuscript. *These* photographs are very important. And *this* is the language of the Mepatecs. Only two people... I'm *one*, and you're *the other*. What does *this* symbol mean? And *the symbol next to it*?

Expressing and asking about intention:

I'm going to test the drug. What are you going to do?

Expressing needs and wants:

I need your help! I wanted to find out how much you know. You know, I don't need your help at all.

Classroom Activities

Class 1

Presentation (Day 1, 5-7 minutes)

Begin with *Wake up Dr Orwell*. Play it through in short pieces. Stop and ask students to explain what's going on. What are they saying? What are they doing? See if the students can fluently repeat or paraphrase some of the sentences, such as: *Only two people in the world understand it. I'm one and you're the other.*

Key Focus: Note how *the, a, this, these, one, the other* are used to refer to things. Contrast the difference between "Get a manuscript," and "Get the manuscript."

Oral Practice (3~5 minutes)

In pairs, or small groups, have students practice specifying a person or object they are thinking of. For example, a student thinks of a character or object in the story, and the other student asks questions *without using the name* to find out who or what it is, such as: *Is it the man who is asking the questions? Is it a person? Is it something to read? Is the person a man or a woman? Was the person standing or sitting down?* Have the students write down several different ways to refer to each character.

Follow-up: Have students work on their own with the software. Students should focus on each sentence, line by line, *without using the text*. After the students focus on the first scene, they should preview the next scene, *Please don't destroy my work*. Students should also review Unit 4, especially the support lessons. As homework (or in class), have the students do Exercise A.

Class 2

Presentation (Day 2, 4-6 minutes)

Go through the scene, *Please don't destroy my work*. Find out how much the class understands by asking questions such as: What is Sline threatening to do? What does Sline want to know?

Key Focus: Focus on the question word, *why*. How do you answer questions such as: *Why* are you asking me? I'm asking you (in order) to find out ... *Why* does he need Orwell? *Why* does he say he doesn't need Orwell?

Oral Practice (4-6 minutes): Have students work in pairs or small groups and practice explaining Sline's logic. Why is he doing what he is doing? What about Orwell? Why doesn't he help Sline?

Follow-up: Have students work on their own with the software. After they focus on this scene, they should review the first scene and then preview the next two scenes, *Do you want to kill him?* and *Which symbols?* As homework (or in class), have the students do Exercise B and continue to review the support lessons in Unit 4.

Class 3

Presentation (Day 3, 4-6 minutes)

Go through the scenes, *Do you want to kill him?* and *Which symbols?* Play them through line by line. Find out how much the class understands by asking students to repeat or paraphrase each sentence.

Oral Practice (2-4 minutes): Have students work in pairs or small groups and practice asking and answering questions about what matters to them, and how that can be used to control them? What do they care about? What are they afraid of losing, and why? How does an advertiser try to control them? What needs are being appealed to?

Follow-up: Have students work on their own with the software. Students should *review* all four scenes in this unit and then preview the next unit. Remind students to record themselves and listen to their recordings. This will increase their *Completion Percentage*. Have the students do Exercise C.

Follow-up

Once all four scenes have been presented and practiced, have the students do the **Dialog Focus, Dictation, and Fill-in** support lessons. They should do these lessons on their own, *as often as possible* until the language is completely mastered. When their *Completion Percentage* is 80% or more for the first 5 units, they will be ready to take **Mastery Test 2**.

Video Scripts

Wake up Dr Orwell

(In Sline's Laboratory)

Sline: Wake up, Dr Orwell. I need your help! And you're going to give it to me!

Orwell: Where am I?

Sline: Dr Orwell, I'm asking the questions, and I want to show you something. Sabina, get the manuscript. Harry, turn it on.

Orwell: My manuscript! You've got my manuscript!

Sline: Of course I've got your manuscript. How many months did you work on it?

Orwell: Months? It took me years!

Sline: Yes, I thought so. It's very interesting. A very interesting manuscript. My congratulations, Dr Orwell. And these photographs are very important too, aren't they? And this is the language of the Mepatecs! Only two people in the world understand it. I'm one, and you're the other. But who knows more? You or me? This symbol, for instance--what does it mean? And the symbol next to it? What do these two symbols mean? Come, come, Dr Orwell, aren't you going to help me? Harry, burn it!

Orwell: What are you going to do?

Sline: What can I do? I don't want to destroy your manuscript, but..

Orwell: Destroy my manuscript! Why?

Sline: Harry!

Orwell: My photographs! No!

Sline: Wait, Harry!

Please don't destroy my work

(In Sline's laboratory)

Sline: Well, Dr Orwell, are you going to answer my questions? Or aren't you?

Orwell: Please, don't destroy my work.

Sline: Then tell me what this symbol means.

Orwell: It means...it means...

Sline: Go on! Tell me! It means rain, doesn't it, Dr Orwell?

Orwell: Yes...yes.

Sline: And this one?

Orwell: It means flower.

Sline: So the two together mean rainflower, don't they, Dr Orwell? Sabina, we already know that.

Orwell: Then why are you asking me?

Sline: To test you--to find out if you're telling the truth. And I think you are. Now for the important test. This symbol here. Does it mean man or woman?

Orwell: I don't know.

Sline: You don't know! Harry!

Orwell: I don't know. Really I don't. Perhaps it means man, perhaps it means woman, perhaps it means person.

Sline: You know, Dr Orwell, I don't need your help at all. I wanted to find out how much you know. Yes, you know a lot, but I know more. So I don't need you. No. Harry, bring me the drug.

Orwell: Drug?

Sline: Yes.

Orwell: What drug?

Sline: Yes, the Mepatecs made a drug. It destroyed the memory, didn't it, Dr Orwell?

Orwell: My plant.

Sline: That's right. There was a plant inside your bottle--a South American plant.

Orwell: Telo plant.

Sline: Yes, the Telo plant. The Mepatecs made their drug from the Telo plant. You wrote about this in your manuscript, and now I'm going to test the drug, and you're going to help me.

Orwell: What do you mean, help you? No!

Sline: Hold his head.

Orwell: No!

Sabina: Stop! You shouldn't do it.

Do you want to kill him?

(In Sline's laboratory)

Sabina: Do you want to kill him?

Sline: Yes! But the memory drug won't kill him! Don't worry about that! No, I have other ideas for that. But I'm still not sure how I'm going to do it. Harry! What are you doing?

Harry: Nothing, boss.

Sline: What was that noise?

Harry: Nothing.

Sline: Give it to me. Another stupid toy! What is it this time?

Harry: Well, boss, you press this button here...and you press this one...and then you press this one here...and an aeroplane flies through the air. An aeroplane. A bird.

Sline: Of course, that's how I'm going to do it. Birds can fly, but people can't. Harry! Bring that here! Bring that here now! Not that, (the game) the drug! Hold his head! Now....

Which symbols?

(In Dr Robert's office)

Dr Roberts: Why did he ask you those questions about the symbols?

Orwell: Which symbols?

Sabina: There was a symbol for man...or was it woman? What did they really mean?

Orwell: That's the problem. Nobody really knows. Sometimes it means man, sometimes it means woman, and sometimes it means person. That's what I told Sline.

Dialog Focus

(Scene 1)

My manuscript! You've got my manuscript!

Of course I've got your manuscript.

How many months did you work on it?

[Months? It took me years!]

[Yes, I thought so.] [It's very interesting.]

A very interesting manuscript. [My congratulations, Dr Orwell.] And these photographs are very important too, aren't they? And this is the language of the Mepatecs!

The Lost Secret ~ Unit 5: The Laboratory

Only two people in the world understand it. [I'm one, and you're the other.] But who knows more? [You or me?]

(Scene 2)

So the two together mean rainflower, don't they, Dr Orwell? Sabina, we already know that.

Then why are you asking me?

[To test you]--to find out if you're telling the truth. And I think you are. Now for the important test. This symbol here. [Does it mean man or woman?]

I don't know.

You don't know! Harry!

I don't know. [Really I don't.] Perhaps it means man, perhaps it means woman, perhaps it means person.

You know, Dr Orwell, I don't need your help at all. [I wanted to find out how much you know.] Yes, you know a lot, but I know more. [So I don't need you.] No.

(Scene 3)

Why did he ask you those questions about the symbols?

[Which symbols?]

[There was a symbol for man]...or was it woman? What did they really mean?

[That's the problem.] [Nobody really knows.] Sometimes it means man, sometimes it means woman, and sometimes it means person. [That's what I told Sline.]

Dictations

1. My manuscript! You've got my manuscript!
Of course I've got your manuscript.
2. How many months did you work on it?
Months? It took me years!
3. Yes, I thought so. It's very interesting.
4. A very interesting manuscript. My congratulations, Dr Orwell.

1. And this is the language of the Mepatecs!
Only two people in the world understand it.
2. I'm one, and you're the other.
3. But who knows more? You or me?
4. This symbol, for instance--what does it mean?

1. You know, Dr Orwell, I don't need your help at all.
2. I wanted to find out how much you know.
3. Yes, you know a lot, but I know more.
4. So I don't need you. No.

1. Do you want to kill him?
Yes.
2. But the memory drug won't kill him! Don't worry about that!
3. No, I have other ideas for that.
4. But I'm still not sure how I'm going to do it.

1. Another stupid toy! What is it this time?
Well, boss, you press this button here...
2. and you press this one...and then you press this one here...and an aeroplane flies through the air.
3. An aeroplane. A bird.
Of course, that's how I'm going to do it.
4. Birds can fly, but people can't.
Harry! Bring that here! Bring that here now!

1. There was a symbol for man...or was it woman?
2. What did they really mean?
3. That's the problem. Nobody really knows.
4. Sometimes it means man, sometimes it means woman, and sometimes it means person.

Fill-Ins

I [need] your help!

And you're [going] to give it to me!

[How many] months did you work on it?

Months? It [took] me years!

Yes, I [thought] so. It's very interesting.

And this is the [language] of the Mepatecs!

I'm one, and you're [the other].

This symbol, for instance--[what] does it mean?

And the symbol [next to] it? What do these two symbols mean?

Come, come, Dr Orwell, aren't you going [to help] me?

I don't want to [destroy] your manuscript...

Well, Dr Orwell, are you going [to answer] my questions?

Or aren't you?

Please, don't destroy my [work].

Then [tell] me what this symbol means.

Sabina, we already know that. Then why are you [asking] me?

To test you--to find out if you're [telling] the truth.

You know, Dr Orwell, I [don't] need your help at all.

So I don't [need] you. No.

It [destroyed] the memory, didn't it....

There was a plant [inside] your bottle--a South American plant.

The Mepatecs [made] their drug from the Telo plant.

You wrote about this in your manuscript, and now I'm [going to] test the drug, and you're [going to] help me.

Stop! You [shouldn't] do it.

Do you want [to kill] him? Yes!

But the memory drug [won't] kill him! Don't worry about that!

No, I have other ideas for that. But I'm still not sure [how] I'm going to do it.

Sline is standing [in front] of Orwell.

The drug [made] him lose his memory.

EXERCISES

Exercise A

1. Listen to *Wake up Dr Orwell* and fill-in the missing words:

Example: *Wake up, Dr Orwell. I need your help!*

And you're going to give it to me!

1. Dr Orwell, I'm asking (a) _____, and I want (b) _____
_____. Sabina, get (c) _____.
2. My manuscript! You've (a) _____!
Of course I've (b) _____.
3. My congratulations, Dr Orwell. And (a) _____ are very important too,
(b) _____? And (c) _____ the Mepatecs.
4. This symbol, (a) _____... What does (b) _____?

2. Fill-in the correct answer.

a. asking	b. language	c. meaning	d. more	e. one	f. other
g. people	h. remembers	i. some	j. wakes up	k. what	l. who

Orwell l_____ in Sline's laboratory. Sline has his manuscript and is _____ him questions. He wants to know the _____ of _____ symbols. Only two _____ in the world understand the _____ of the Meptecs. Sline is _____ and Orwell is the _____. Sline wants to know _____ knows _____, he or Orwell.

EXERCISES

Exercise B

1. Put the words into the correct order:

Example: /mean/ /does/ /what/ /it/ ?

What does it mean?

1. /destroy/ /my/ /work/ /don't/

2. /means/ /tell/ /me/ /what/ /this symbol/

3. /rainflower/ /the two together/ /they/ /don't/ /mean/ ?

4. /me/ /are/ /asking/ /you/ /why/ ?

5. /Sline/ /the truth/ /find out/ /wants/ /to/ /Orwell/ /if/ /is telling/

2. Match the answers to the questions:

1. No, he didn't. _____

2. The meaning of some symbols. _____

3. Orwell's manuscript. _____

4. To destroy Orwell's manuscript. _____

5. He says he knows more than Orwell. _____

6. To test Orwell. _____

7. It took him years. _____

8. The Telo plant. _____

9. Professor Sline. _____

10. It destroyed the memory. _____

- a. What does Sline want to know?
- b. What does Sline threaten to do?
- c. Why does Sline say he doesn't need Orwell?
- d. How long did it take Orwell to write his book?
- e. Did Sline destroy Orwell's manuscript?
- f. What does Sline say is interesting?
- g. Why does Sline ask questions about things he already knows?
- h. What did the Mepatecs use to make the drug?
- i. What did the Meptatec's drug do?
- j. Who is going to test the drug?

EXERCISES

Exercise C

1. Listen to *Do you want to kill him?* and *Which symbols* and fill-in the missing words:

1. But the memory drug (a)_____. Don't (b)_____.
_____. No, I have (c)_____.
2. Of course, that's how _____. Birds can fly, but people can't.
3. There was a symbol for man, (a)_____? What did (b)_____
_____?

2. Connect the two parts of each sentence.

1. The Mepatecs were _____
2. They disappeared _____
3. They made _____
4. It was made _____
5. The drug was dangerous _____
6. Sline wants to understand symbols _____
7. He isn't sure _____
8. He wants Orwell _____
9. Orwell is _____
10. He doesn't want Sline _____

- a. from the Telo plant.
- b. from the Mepatec's language.
- c. what some of the symbols mean.
- d. to help him.
- e. an expert on the Mepatecs.
- f. about fifteen hundred years ago.
- g. to destroy his manuscript.
- h. a dangerous drug.
- i. an old civilisation in South America
- j. because it destroyed the memory.

6. Episode 7: Good News and Bad News

Did you study botany?

Sabina?

Well, what did you find out?

A page is missing.

Dialog Focus w/SR

Dictations

Grammar Fill-ins

This episode opens at Dr Robert's clinic. Orwell needs to find out more information about the Telo plant. He wants to know if it can be male and female. Dr Roberts suggests that they go to the Botanical Institute in Oxford, where they have the best botanical library in the world.

At the library, the librarian is rather rude, but he points Orwell and Dr Roberts to the South American section, where they can get information about South American plants. As Orwell walks around he thinks he sees Sabina, but he is mistaken, and he apologizes. Then he looks up on the balcony, and he really does see Sabina,... but he isn't sure.

In the next scene, Sabina returns to Sline's lab and gives him some good news and some bad news. The good news is that there are Telo plants in England. The bad news is that Orwell is still alive. Sline realizes that he made a mistake when he made the drug. He understands the lost secret.

In the last scene, Dr Roberts and Inspector Marvin talk about the book and its missing page. Marvin says they can probably get another copy to learn what was on the missing page. He says it will take a day or two, perhaps longer.

Goals:

To review ways to ask and answer questions to solve a problem, particularly the use of short answers such as *Yes, I did*, where the verb is left off.

Learning Points

Review of question forms:

Did I see her? Did you study botany? Can a plant be male or female? How many? Where can I find out? Who was on the balcony? Who did you see? Who are you talking about? What do you mean? Can I help you? What kind of plant? How do you spell it? What does he say about this symbol? Are you sure it was him? How long will that take? How did you get the book? Why didn't I see it? Why didn't I understand? Don't you remember?

Tag answers:

Yes, I am. Yes, I did. No, he isn't. Of course I did. Yes, I do. Yes, I can.

Obligation with *should*:

Perhaps you should listen to me. You should believe me.

Promises:

I'll give it back.

Suggestions:

Let's go there now!

Noun clauses:

I think I know *why the drug didn't work*. That's *what I said*. I thought *you were someone else*. I think *I saw her*. I'd like to know *what was on that missing page*. You know *where I keep it*.

Quantity:

Some plants can be male or female. Some? How many? A few. All the books about plants in South America are over there. They're all in the South American section. I've got some news, too. Yes, but only in one place. Before you say anything more, remember! I have some bad news, too.

Classroom Activities

Class 1

Presentation (Day 1, 4-6 minutes)

Begin with the scene, *Did you study botany?* Play it through in short pieces. Stop and ask students to explain what's going on. What are they saying? What are they doing? See if the students can fluently repeat or paraphrase some of the sentences, such as: *Perhaps a Telo plant can be male and female.*

Key Focus: Note the expressions of quantity: *some, how many, a few*, and review the difference between countable and uncountable quantities.

Oral Practice (3~5 minutes)

In pairs, or small groups, have students discuss where to get various types of information, such as how much is in their bank account, or a listing of hotels in a city. What are the best places to get information, and why? What kinds of information do they often need? Where do they go to find it? Have each pair or group list 3 ~ 5 types of information they often need, and rank the sites (e.g. library, internet sites, telephone book, newspaper, etc.) where they can get each type in this 'information age.'

Follow-up: Have students work on their own with the software. Students should focus on each sentence, line by line, *without using the text*. After the students focus on the first scene, they should preview the next scene, *Sabina?* Students should also review Unit 5, especially the support lessons. As homework (or in class), have the students do Exercise A.

Class 2

Presentation (Day 2, 4-6 minutes)

Go through the scene, *Sabina?* Play it through in short pieces. Stop and ask students to explain what's going on. What are they saying? What are they doing? See if the students can fluently repeat or paraphrase some of the sentences, such as: *You mean you're looking for a book?*

Key Focus: Focus on the sentences that use noun clauses: *That's what I said. I thought you were someone else. I think I saw her.* Note how *what, where, that, how*, etc... are used in such sentences.

Oral Practice (4-6 minutes): Have students work in pairs or small groups and practice role asking for and giving information about how to find information. Focus on the internet. Students should ask each other for different types of information and direct each other to where they can find it on the internet. Use sentences like: I'd like some information, please. What kind of information. (e.g., A list of holidays in another country; The 'home' schedule for a sports team; A map of the airline terminal in Beijing; etc.) How do you spell it? Why don't you try looking....

Follow-up: Have students work on their own with the software. After they focus on this scene, they should review the first scene and then preview the next scenes, *Well, what did you find out?* and *A page is missing*. As homework (or in class), have the students do Exercise B. Students should continue to review the support lessons in Unit 5.

Class 3

Presentation (Day 3, 6-9 minutes)

Go through the scenes, *Well, what did you find out?* and *A page is missing*. Play them through line by line. Find out how much the class understands by asking students to repeat or paraphrase each sentence.

Oral Practice (4-6 minutes): Have students work in pairs or small groups and practice talking about good news and bad news. What is some good news? And bad news? Students should quiz each other for examples and details. Example: Sales are up this month. Customer complaints are up as well.

Follow-up: Have students work on their own with the software. Students should *review* all four scenes in this unit and then preview the next unit. Remind students to record themselves and listen to their recordings. This will increase their *Completion Percentage*. Have the students do Exercise C.

Video Scripts

Did you study botany?

(On the grounds of the Clinic)

Orwell: Did you study botany at school?
Dr Roberts: Botany? Yes. We learnt something about plants and flowers.
Orwell: Can a plant be male or female?
Dr Roberts: Yes, some plants can be male or female.
Orwell: Some? How many?
Dr Roberts: I'm not sure. A few, I think.
Orwell: Well, perhaps a Telo plant can be male and female.
Dr Roberts: What do you mean?
Orwell: Where can I find out?
Dr Roberts: The Botanical Institute in Oxford--they have the best botanical library in the world.
Orwell: Let's go there.
Dr Roberts: Tomorrow?
Orwell: No, today! Let's go there now! This afternoon. It's very important!
Dr Roberts: Why?
Orwell: I think I know why the drug didn't work!

Sabina?

(In the Botanical Institute Library)

Librarian: Yes? Can I help you?
Dr Roberts: I hope so. I'd like some information.
Librarian: You mean you're looking for a book?
Orwell: Yes, a book about the Telo plant. I want to find...
Librarian: What kind of plant?
Orwell: The Telo plant. It grows in South America.
Librarian: How do you spell it?
Orwell: What?
Librarian: The name of the plant.
Orwell: T-E-L-O.
Librarian: Oh, you mean the Telo plant.
Orwell: Yes! That's what I said.
Librarian: Over there, in the South American section.
Orwell: Pardon?
Librarian: All the books about plants in South America are over there. They're all in the South American section.
Orwell: Sabina! Oh! I'm terribly sorry. It was a mistake. I...I thought you were someone else. Sabina!
Dr Roberts: What's wrong?
Orwell: I'm not sure, but I think I saw her.
Dr Roberts: Who? Who did you see?
Orwell: She was up there. Up there on the balcony.
Dr Roberts: Who was on the balcony? Who are you talking about?
Orwell: Sabina! She was there. She saw me and...and then...
Dr Roberts: Yes? What happened then?
Orwell: Did I see her? Or didn't I?

Well, what did you find out?

(In Sline's laboratory)

Sabina: Well, what did you find out? Did you go to the library, or didn't you?

Sline: Of course I did. I've got the information. And I've got some news, too.

Sline: News?

Harry: Yes, some good news...and some bad news.

Sline: What are you talking about?

Harry: Here's the good news.

Sline: Ah! Excellent. Excellent.

Harry: And the bad news can wait.

Sline: You see! There are Telo plants here in England.

Sabina: Yes, but only in one place.

Sline: That's no problem. Not for me! Where did you get this?

Sabina: From a book. In the library of the Botanical Institute in Oxford.

Sline: Excellent! Very interesting. You see! When I tell you something, you should believe me. I know more about these things than you do.

Sabina: Before you say anything more, remember! I have some bad news, too. I saw Dr Orwell at the library.

Sline: Orwell? But he's dead.

Sabina: No, he isn't.

Sline: But you said he was dead. Harry!

Sabina: And he remembered my name.

Sline: But the memory drug...

Sabina: The drug didn't work! Perhaps you should listen to me sometimes, Basil?

Sline: Are you...are you sure it was him?

Sabina: Yes, I am. Very sure.

Sline: I have to...think about this. Get me...Orwell's manuscript...you know where I keep it. What does he say about this symbol? Find it!

Sabina: It's somewhere near the end, I think. Yes, here it is. Look!

Sline: This symbol means 'rain', and this one means 'flower'... ..and this one...this one means 'man'.

Sabina: Orwell didn't know about that symbol. He wasn't sure. Don't you remember? Perhaps it means 'woman', perhaps it means 'person'.

Sline: 'Man'...or 'woman'...or 'person'... But of course! That's the answer. That's why the drug didn't work.

And that's the secret. The lost secret! But why didn't I see it? Why didn't I understand?

A page is missing.

(In Dr Robert's office)

Dr Roberts: A page is missing from the book.

Marvin: How did you get the book?

Dr Roberts: I took it.

Marvin: You mean you stole it?

Dr Roberts: Yes, I did, Inspector. But don't worry, I'll give it back.

Marvin: I'd like to know what was on that missing page.

Perhaps we can get another copy.

Dr Roberts: How long will that take?

Marvin: A day or two. Perhaps longer.

The Lost Secret ~ Unit 6: Good News and Bad News

Dialog Focus

(Scene 1)

Did you study botany at school?
[Botany?] Yes. We learnt something about plants and flowers.
Can a plant be male or female?
Yes, [some plants can be male or female.]
Some? [How many?]
[I'm not sure.] A few, I think.
Well, perhaps a Telo plant can be male and female.
[What do you mean?]
Where can I find out?
The Botanical Institute in Oxford--they have the best botanical library in the world.
Let's go there.
Tomorrow?
[No, today!] Let's go there now! This afternoon. It's very important!
Why?
I think I know why the drug didn't work!

(Scene 2)

Yes? Can I help you?
I hope so. [I'd like some information.]
[You mean you're looking for a book?]
Yes, a book about the Telo plant. I want to find...
What kind of plant?
[The Telo plant.] It grows in South America.
How do you spell it?
What?
[The name of the plant.]
T-E-L-O.
Oh, you mean the Telo plant.
[Yes! That's what I said.]
Over there, in the South American section.
Pardon?
All the books about plants in South America are over there.
They're all in the South American section.

(Scene 3)

Well, what did you find out? Did you go to the library, or didn't you?
[Of course I did.] I've got the information. And I've got some news too.
News?
Yes, some good news... and some bad news.
What are you talking about?
[Here's the good news.]
Ah! [Excellent.] Excellent.
And the bad news can wait.
You see! There are Telo plants here in England.
[Yes, but only in one place.]
That's no problem. [Not for me!] Where did you get this?
[From a book.] In the library of the Botanical Institute in Oxford.
Excellent! [Very interesting.] You see! When I tell you something, you should believe me. I know more about these things than you do.
Before you say anything more, remember! I have some bad news, too. [I saw Dr Orwell at the library.]
Orwell?

[But he's dead.]
[No, he isn't.]
But you said he was dead. Harry!
(Scene 4)

A page is missing from the book.
How did you get the book?
[I took it.]
[You mean you stole it?]
[Yes, I did, Inspector.] But don't worry, I'll give it back.
I'd like to know what was on that missing page. Perhaps we can get another copy.
How long will that take?
[A day or two.] Perhaps longer.

Dictations

1. Can a plant be male or female?
 2. Yes, some plants can be male or female.
 3. Some? How many?
I'm not sure. A few, I think.
 4. Well, perhaps a Telo plant can be male and female.
1. Yes? Can I help you?
I hope so.
 2. I'd like some information.
 3. You mean you're looking for a book?
 4. Yes, a book about the Telo plant. I want to find...
What kind of plant?
1. Oh, you mean the Telo plant.
Yes! That's what I said.
 2. Over there, in the South American section.
Pardon?
 3. All the books about plants in South America are over there.
 4. They're all in the South American section.
1. I'm not sure, but I think I saw her.
Who? Who did you see?
 2. She was up there. Up there on the balcony.
Who was on the balcony?
 3. Who are you talking about?
Sabina! She was there. She saw me and...and then...
 4. Yes? What happened then?
Did I see her? Or didn't I?
1. Well, what did you find out?
Did you go to the library, or didn't you?
 2. Of course I did. I've got the information.
 3. And I've got some news too.
News?
 4. Yes, some good news... and some bad news.
1. But of course! That's the answer.
 2. That's why the drug didn't work.
 3. And that's the secret. The lost secret!
 4. But why didn't I see it?
Why didn't I understand?

The Lost Secret ~ Unit 6: Good News and Bad News

Fill-Ins

Did you [study] botany at school?
We learnt [something] about plants and flowers.
Can a plant [be] male or female?
[Some] plants can be male or female.
Some? How many? I'm not [sure]. A few, I think.
Well, perhaps a Telo plant can [be] male and female.
Where can I find [out]?
The Botanical Institute in Oxford--they have the [best]
botanical library in the world.
[Let's] go there. Tomorrow?
[All] the books about plants in South America are over
there.
They're all [in] the South American section.
It was a mistake. I...I thought you were [someone] else.
She was there. She [saw] me and...and then...
Did I [see] her? Or didn't I?
Did you go to the library, or [didn't] you?
What [are] you talking about?
Excellent! Very [interesting].
When I tell you [something], you should believe me.
I know [more] about these things than you do.
Sabina doesn't look very [interested] in Sline.
Before you say [anything] more, remember! I have some
bad news, too.
But you [said] he was dead.
Perhaps you [should] listen to me sometimes, Basil?
I [have to] think about this.
What does he [say] about this symbol?
It's [somewhere] near the end, I think.
A page is [missing] from the book.
How did you get the book? I [took] it.

EXERCISES

Exercise A

1. Listen to *Did you study botany?* and fill-in the missing words:

1. Botany? Yes. We _____ plants and flowers.

2. Can a plant be male or female?

Yes, _____ male or female.

3. Some? (a) _____?

I'm not sure. (b) _____, I think.

4. Well, (a) _____ a Telo plant (b) _____ male and female.

What (c) _____? Where can (d) _____?

2. Fill-in the correct answer.

a. archaeology	b. botany	c. chemistry	d. geography	e. history
f. law	g. medicine	h. physics	i. psychology	j. zoology

- ____ The study of plants and flowers
- ____ The study of animals
- ____ The study of energy and motion
- ____ The study of substances and reactions
- ____ The study of legal systems
- ____ The study of disease and human health
- ____ The study of events and people from the past
- ____ The study of how people think and act
- ____ The study of ancient civilisations
- ____ The study of countries and natural resources

EXERCISES

Exercise B

1. Listen to *Sabina?* and fill-in the missing words:

Yes? Can I (a) _____ you?

I (b) _____ so. I'd like (c) _____ information.

You (d) _____ you're (e) _____ for a book?

Yes, a book (f) _____ the Telo plant. I want to (g) _____

What (h) _____ of plant?

The Telo plant. It (i) _____ in South America.

2. Connect the two parts of each sentence:

1. I thought _____
2. I'm not sure, but _____
3. He was looking for _____
4. He thought he saw Sabina _____
5. Sabina is the woman who. _____
6. Orwell is the man _____
7. Dr Roberts is the woman _____
8. The librarian said the book _____
9. It's about a plant. _____
10. The librarian asked _____

- a. a book about the Telo plant.
- b. how to spell its name.
- c. you were someone else.
- d. was in the South American section.
- e. that grows in South America.
- f. who thought he could fly.
- g. who is helping Orwell.
- h. he met on the airplane.
- i. on the balcony.
- j. I think I saw her.

EXERCISES

Exercise C

1. Listen to *Well, what did you find out?* and fill-in the missing words.

1. Well, what (a)_____? Did you go to the library, or (b)_____?
2. (a)_____ I did. I've got (b)_____. And I've got (c)_____, too.
3. Excellent! Very (a)_____. You see! When I (b)_____, you (c)_____. I know (d)_____.
4. Before you (a)_____, remember. I have (b)_____, too.
5. What does he say about this symbol? (a) _____!
It's (b)_____, I think. Yes, here it is. Look!

2. Put the words into the correct order.

Example: /sure/ /was/ /it/ /you/ /are/ /him/ ?

Are you sure it was him?

1. What /about/ /you/ /talking/ /are/ ?

2. Where /this/ /did/ /get/ /you/ ?

3. Perhaps /me/ /should/ /you/ /listen/ /to/ /sometimes/ .

4. Orwell /symbol/ /sure/ /about/ /wasn't/ /that/ .

5. That's the answer. That's /drug/ /the/ /why/ /work/ /didn't/ .

7. Episode 8: Male & Female

Have you seen this man before?

It was a small mistake.

What does it look like?

And now for a strange story.

Dialog Focus w/SR

Dictations

Grammar Fill-ins

Inspector Marvin quizzes Orwell about Sline and Sabina. He asks why Sline stole the manuscript. Orwell says Sline was interested in the Mepatec's language so that he could make their memory drug.

Marvin asks why Orwell brought the Telo plant back to England. Orwell said there were no Telo plants in England, and he needed it for his work. Then Dr Roberts reads from a book which says that there is one place in England where they grow. However, they can't find out where because the next page of the book is missing. Sabina took it.

In Sline's car, Sabina and Sline talk about why the drug didn't work on Orwell. Sline realizes that he made a small mistake. One plant isn't enough. You need to use a male and a female plant to make the drug.

In the next scene, Dr Roberts and Orwell talk about the drug. It looks like water and smells like fresh bread. Then Orwell asks if he can leave the clinic to go back to work. Sabina says he isn't ready yet..He should stay for a few more days.

In the final scene, they see a television news program that reports on the theft of some plants from a greenhouse near Brighton.

Goals:

To be able to use the present perfect.

To understand the difference between the past tense and the present perfect.

To gain more practice with sentences that use adjective and noun clauses.

Learning Points

Present perfect:

Have you seen this man before? Of course I have. I've never seen it. Have you thought about that? I've never seen it. You've never told me. You've helped me a lot. And my memory has come back. Yes, it has. You've had a very bad time. The news has started.

have to:

You have to use the male and the female plant to make the drug. We have to get the plants first. Why do I have to stay here any longer?

I'd like, you'd like:

I'd like to know, that's all. There's something I'd like to ask you. You mean you'd like to leave. I'd like to go back to work.

There is, there are:

There is one place where they grow. There are very few Telo plants in South America. Do you mean there are Telo plants in England too? There was one small thing I didn't understand. And you didn't know that there are male and female plants in this place near Brighton, did you Basil? There's something I'd like to ask you.

Contradicting:

That isn't what this book says.

Describing things:

The Mepatecs said it looked like water. It had no colour, no taste, but with a strange smell.

Adjective and noun clauses:

There is one place where they grow. That isn't what this book says. There's something I'd like to ask you. There was one small thing I didn't understand. And there was something I didn't know. Don't say I'm lucky. There was something I wanted to ask you yesterday. I don't think you're strong enough yet.

Classroom Activities

Class 1

Presentation (Day 1, 4-6 minutes)

Begin with the scene, *Have you seen this man before?* Play it through without stopping. Find out how much the class understands by asking questions such as: What is Marvin doing? How does Orwell answer? See if the students can fluently repeat some of the key sentences, such as: *Have you seen this man before?*

Key Focus: Note how the present perfect is used in this scene. Contrast past tense sentences such as *He saw her* with the present perfect *He has seen her*. Emphasize the point that the past tense form expresses an event, whereas the present perfect expresses a state of being. If necessary, focus on some verbs and write out their past tense and participle forms: V(d), V(ing), and V(n).

Oral Practice (2~4 minutes)

In pairs, or small groups, have students make lists of things they have and have not done: *I have eaten lots of Chinese food. I haven't eaten much raw fish.*

Follow-up: Have students work on their own with the software. Students should focus on each sentence, line by line, *without using the text*. After the students focus on the first scene, they should preview the next scene, *It was a small mistake*. Students should also review Unit 6, especially the support lessons. As homework (or in class), have the students do Exercise A.

Class 2

Presentation (Day 2, 4-6 minutes)

Go through the scene, *It was a small mistake*. Find out how much the class understands by asking questions such as: What was the mistake? Was it a small mistake? Why not? Focus also on the longer sentences, such as *There was one small thing I didn't understand*.

Key Focus: Focus on the use of 'that' in sentences such as: *I think (that) it was a big one*, and *There was one small thing (that) I didn't understand*. Note that the word 'that' is often left out, especially when speaking.

Oral Practice (3-5 minutes): Have students work in pairs or small groups and practice contrasting the past tense and the present perfect. For example, *What did you do this morning? What books have you read in your English class? Have you been to Japan? When did you go? Have you finished your project?*

Follow-up: Have students work on their own with the software. After they focus on this scene, they should review the first scene and then preview the next scene, *What does it look like?* As homework (or in class), have the students do Exercise B. Students should continue to review the support lessons in Unit 6.

Class 3

Presentation (Day 3, 4-6 minutes)

Go through the scene, *What does it look like?* Play it through, line by line. Have students repeat or paraphrase some of the longer sentences. Check comprehension with questions such as: *Why does Orwell say he wants to leave? Why doesn't Dr Roberts want him to leave?*

Key Focus: Focus on the language of describing things. *What do things look like, smell like, or taste like.* Other examples: *He acts like a child. It looks like it's going to rain. She looks tired. It looks cold outside. It's circular. It has sharp edges.*

Oral Practice (2-4 minutes): Divide the class into groups of 3 or 4. Students should make a list of four or five things or/people. They should then try to answer questions like: What does he/she/it look like? How tall?, How heavy? What color hair and eyes? These are the kinds of questions the police often ask witnesses to a crime, and writers often use this kind of language to describe characters in a novel.

The Lost Secret ~ Unit 7: Male & Female

Follow-up: Have students work on their own with the software. Focus on each sentence, line by line, *without using the text*. After they review this scene, they should *record each sentence*. Then they should focus once more on the next scene, *And now for a strange story*. As homework (or in class), have the students do Exercises C.

Class 4

Presentation (Day 4, 4-6 minutes)

Go through the scene, *And now for a strange story*. Play it through, and stop every few sentences to ask comprehension questions or to ask the class to repeat or explain a sentence. Ask the class who they think stole the plants and why?

Oral Practice (3-5 minutes): Have students work in pairs or small groups and practice reporting this story. They should practice both summarizing it and interviewing their partner about it, just as a reporter.

Follow-up: Have students work on their own with the software. Students should *review* all four scenes in this unit and then preview the next unit. Remind students to record themselves and listen to their recordings. This will increase their *Completion Percentage*. Have the students do Exercise D.

Follow-up

Once the four scenes have been presented and practiced, students should do **Dialog Focus, Dictation, and Fill-in** support lessons. They should do these lessons on their own, *as often as possible* until the language is completely mastered. When their *Completion Percentage* is 80% or more for Units 6, 7, and 8, they will be ready to take **Mastery Test 3**.

Video Scripts

Have you seen this man before?

(At Dr Robert's clinic)

Marvin: Have you seen this man before?
Orwell: Of course I have. It's Sline.
Marvin: And have you seen this woman before?
Orwell: Yes. It's Sabina.
Marvin: Did this man steal your manuscript?
Orwell: Yes, he did. He's still got it.
Marvin: But why did he steal it?
Orwell: He was interested in the Mepatecs' language.
Marvin: Tell me why.
Orwell: He wanted to understand it. He was interested in their memory drug. He wanted to know how to make it.
Marvin: Do you know how to make the drug?
Orwell: No, I don't.
Marvin: Did you want to make it, Dr Orwell?
Orwell: No, I didn't.
Marvin: Are you sure?
Orwell: Yes.

(In Sline's car)

Sabina: What are you going to do with this drug, Basil?
You've never told me.

Sline: Money, Sabina my dear.
Sabina: Money?
Sline: Yes, I'm going to make a lot of money!
Harry: Money, boss?
Sline: Look where you're going! Drive carefully!

(At Dr Robert's clinic)

Marvin: So the Mepatecs used the Telo plant to make the memory drug, is that right? And you didn't want to make the drug?
Orwell: No, I didn't.
Marvin: Well, why did you bring the Telo plant back to England with you?
Orwell: It was important for my work. And there are very few Telo plants in South America now, and there are no Telo plants in Europe.
Marvin: Are you sure?
Orwell: Yes, I am. The Telo plant grows only in a few parts of South America.
Dr Roberts: That isn't what this book says.
Orwell: It isn't?
Dr Roberts: Listen. The Telo plant grew well in South America until a thousand years ago. Today there are very few Telo plants in the world. But in England there is one place where they grow.
Orwell: Do you mean there are Telo plants in England too?
Dr Roberts: That's what the book says.
Orwell: Well, go on! What does it say? Where do they grow in England?
Dr Roberts: This is the end of the page.
Orwell: Well, read the next page!
Dr Roberts: I can't. The next page isn't here. Sabina took it. Look!

It was a small mistake

(In Sline's car)

Sabina: When you used the drug on Ross, it didn't work. Why? Have you thought about that?
Sline: Of course I have. It was a...a small mistake.
Sabina: A small mistake, Basil? I think it was a big one. A very big one. Orwell isn't dead.
Sline: There was...one small thing I didn't understand.
Sabina: What? Do you want my help? Then tell me!
Sline: There is a male Telo plant and a...
Sabina: Go on.
Sline: And a female one. Orwell's plant was a male plant. And there was something I didn't know.
Sabina: What?
Sline: You have to use the male and the female plant to make the drug. One plant isn't enough.
Sabina: You mean the male plant isn't strong enough without the female plant? And you didn't know that there are male and female plants in this place near Brighton, did you Basil? Aren't you lucky I'm here to help you, Basil?
Sline: No, don't say I'm lucky. Not yet. We have to get the plants first. And that isn't going to be easy.

What does it look like?

(At Dr Robert's clinic)

Dr Roberts: There was something I wanted to ask you yesterday.
Orwell: What was that?
Dr Roberts: Well, it isn't very important really, but...the memory drug... What does it look like?
Orwell: Well, I've never seen it. But the Mepatecs said it looked like water.
Dr Roberts: Like water?
Orwell: Yes, they said it looked like water. No colour, no taste, but with a strange smell.
Dr Roberts: Oh really? What kind of smell?
Orwell: Well, they said it smelt like fresh bread. Why?
Dr Roberts: I'd like to know, that's all.
Orwell: Wait. There's something I'd like to ask you. Well, er, you've helped me a lot. I mean, I'm much better, aren't I?
Dr Roberts: Much better.
Orwell: And my memory has come back.
Dr Roberts: Yes, it has.
Orwell: Well, why do I have to stay here any longer?
Dr Roberts: You mean you'd like to leave.
Orwell: Well, I'd like to go back to work, yes.
Dr Roberts: I understand that.
Orwell: Well?
Dr Roberts: I think you should stay for a few more days.
Orwell: Why? I'm not ill.
Dr Roberts: No, you're not, but you've had a very bad time. I don't think you're strong enough yet. A few more days, that's all.

The Lost Secret ~ Unit 7: Male & Female

And now for a strange story.

(At Dr Robert's clinic)

Orwell: Oh, look! The news has started.

News: Good afternoon. And now for a strange story from our Brighton reporter, Brian Smith. This is Norton House, near Brighton. It was the home of the famous botanist, Sir Patrick Norton. His house is full of beautiful and expensive things from all over the world. But last night someone broke into the greenhouse and stole some plants. This morning I spoke to Sir Patrick Norton's grandson, John Norton.

Norton: I don't understand why they broke into the greenhouse. There are only plants here.

Reporter: And what did they steal?

Norton: Just a few plants. It's very strange.

Reporter: What kind of plants?

Norton: They came from South America. My grandfather brought them to this country over a hundred years ago.

Dialog Focus

(Scene 1)

Have you seen this man before?

Of course I have. It's Sline.

And have you seen this woman before?

Yes. [It's Sabina.]

Did this man steal your manuscript?

[Yes, he did.] [He's still got it.]

But why did he steal it?

[He was interested in the Mepatecs' language.]

Tell me why.

He wanted to understand it. He was interested in their memory drug. He wanted to know how to make it.

Do you know how to make the drug?

[No, I don't.]

Did you want to make it, Dr Orwell?

[No, I didn't.]

(Scene 2)

So the Mepatecs used the Telo plant to make the memory drug, is that right?

Yes.

And you didn't want to make the drug?

[No, I didn't.]

Well, why did you bring the Telo plant back to England with you?

[It was important for my work.] And there are very few Telo plants in South America now, and there are no Telo plants in Europe.

Are you sure?

[Yes, I am.]

The Telo plant grows only in a few parts of South America.

That isn't what this book says.

[It isn't?]

Listen. The Telo plant grew well in South America until a thousand years ago. Today there are very few Telo plants in the world. But in England there is one place where they grow.

Do you mean there are Telo plants in England too?

[That's what the book says.]

Well, go on! What does it say? Where do they grow in England?

This is the end of the page.

[Well, read the next page!]

I can't. [The next page isn't here.] Sabina took it. Look!

(Scene 3)

There was something I wanted to ask you yesterday.

[What was that?]

Well, it isn't very important really, but... the memory drug... [What does it look like?]

Well, I've never seen it. But the Mepatecs said it looked like water.

Like water?

Yes, they said it looked like water.

No colour, no taste, but with a strange smell.

Oh really? [What kind of smell?]

Well, they said it smelt like fresh bread. Why?

I'd like to know, that's all.

Wait. There's something I'd like to ask you. Well, er, you've helped me a lot. I mean, I'm much better, aren't I?

Much better.

And my memory has come back.

Yes, it has.

Well, why do I have to stay here any longer?

You mean you'd like to leave.

Well, I'd like to go back to work, yes.

I understand that.

Well?

I think you should stay for a few more days.

Why? I'm not ill.

No, you're not, but you've had a very bad time. A few more days, that's all.

Dictations

1. Have you seen this man before?
Of course I have. It's Sline.
2. And have you seen this woman before?
Yes. It's Sabina.
3. Did this man steal your manuscript?
4. Yes, he did. He's still got it.

1. Do you know how to make the drug?
No, I don't.
2. Did you want to make it, Dr Orwell?
3. No, I didn't.
4. Are you sure?
Yes.

1. So the Mepatecs used the Telo plant to make the memory drug, is that right? Yes.
2. And you didn't want to make the drug?
No, I didn't.
3. Well, why did you bring the Telo plant back to England with you?
4. It was important for my work.

The Lost Secret ~ Unit 7: Male & Female

1. The Telo plant grows only in a few parts of South America. That isn't what this book says.
2. The Telo plant grew well in South America until a thousand years ago.
3. Today there are very few Telo plants in the world.
4. But in England there is one place where they grow.

1. And there was something I didn't know.
What?
2. You have to use the male and the female plant to make the drug.
3. One plant isn't enough.
4. You mean the male plant isn't strong enough without the female plant?

1. There's something I'd like to ask you.
Well, er, you've helped me a lot.
2. I mean, I'm much better, aren't I?
Much better.
3. And my memory has come back.
Yes, it has.
4. Well, why do I have to stay here any longer?

But last night someone [broke] into the greenhouse and stole some plants.
This morning I [spoke] to Sir Patrick Norton's grandson, John Norton.

Fill-Ins

Have you [seen] this man before?
And have you seen this woman [before]?
Did this man steal your manuscript? Yes, he did. He's [still] got it.
But why did he [steal] it?
He was interested [in] the Mepatecs' language.
What are you going to do with this drug, Basil? You've never [told] me.
Look where [you're] going!
Drive [carefully]!
The Telo plant grows only in [a few] parts of South America.
The Telo plant grew well in South America [until] a thousand years ago.
Today there are very [few] Telo plants in the world.
Do you mean [there] are Telo plants in England too?
[When] you used the drug on Ross, it didn't work. Why?
Have you [thought] about that?
You mean the male plant isn't strong [enough] without the female plant?
We [have] to get the plants first. And that isn't going to be easy.
Have they got the plants [yet]?
But the Mepatecs said it looked [like] water.
Well, uh, [you've] helped me a lot.
I mean, I'm much [better], aren't I?
And my memory has [come] back. Yes, it has.
You mean [you'd] like to leave.
I think you should stay [for] a few more days.
Why? I'm not ill. No, you're not, but you've [had] a very bad time.
I don't think you're strong enough [yet].
Oh, look! The news [has] started.

EXERCISES

Exercise A

1. Fill in the correct word from the list below.

a. a lot	b. do	c. going	d. has	e. how	f. later
g. met	h. never	i. seen	j. stole	k. told	l. what

Has Orwell _____ Sline before? Yes, he _____. He _____ Sline at the airport, and _____ at a restaurant. Sline has Orwell's manuscript because he _____ it. He wants to know _____ to make the memory drug.

Sabina wants to know _____ he's _____ to do with the drug. Sline has _____ her what he's going to _____ with it. He wants to make _____ of money.

2. Fill-in the correct word.

a. back	b. because	c. brought	d. grow	e. knows	f. needed
g. outside	h. there	i. thought	j. were	k. where	l. work

Orwell _____ the Telo plant _____ to England with him _____ he _____ it for his _____. He _____ there _____ no Telo plants _____ of South America. But now he _____ that _____ is one place in England _____ they _____.

3. Give the past tense form, V(d), and present perfect form, V(n), for each verb:

Example: see V(d) saw V(n) seen

Verb	V(d)	V(n)	Verb	V(d)	V(n)
bring			take		
make			tell		
meet			think		
know			understand		
steal			want		

EXERCISES

Exercise B

1. Listen to *It was a small mistake*, and fill in the missing parts.

1. Orwell's plant was a male plant. And there was _____.
What?
2. You (a)_____ the male and female plant (b)_____ the drug.
One plant (c)_____ .
3. You (a)_____ the male plant isn't (b)_____ the female plant?
And you didn't know (c)_____ male and female plants in this place near
Brighton, did you Basil? d)_____, Basil?
4. No, don't (a)_____. Not yet. We (b)_____ the plants
first. And that (c)_____ .

2. Put the words and phrases into the correct order.

1. When /on Ross/ the drug/ /used/ /you/, it didn't work.

2. There /small thing/ /one/ /understand/ /I/ /didn't/ /was/

3. It /a small mistake/ /wasn't/. I /a big one/ /was/ /think/ /it/

4. Now Sline /why/ /knows/ /work/ /it/ /didn't/

5. You /use/ /the male/ /female plant/ /and the/ /have to/ /the drug/ /to make/

EXERCISES

Exercise C

1. Listen to *What does it look like?* and fill-in the missing words:

1. There was something (a)_____.

What was that?

Well, it isn't (b)_____ really, but the memory drug...

What (c)_____ ?

Well, (d)_____, but the Mepatecs said (e)_____.

2. Wait. There's (a)_____.

Well, (b)_____ a lot. I mean, I'm (c)_____, aren't I? (Note: *am I not* is more formal than *aren't I*)

2. Connect the two parts of each sentence.

1. Why do I have to _____
2. His memory _____
3. They said the memory drug _____
4. Dr Roberts thinks he _____
5. I don't think _____
6. You're not ill, but _____
7. I understand that you'd _____
8. She'd like to know _____
9. He says he has _____
10. There's something that _____

- a. should stay for a few more days.
- b. never seen the memory drug.
- c. stay here any longer?
- d. smelt like fresh bread.
- e. you're strong enough yet.
- f. has come back.
- g. like to get back to work.
- h. what it looked like.
- i. he'd like to ask her.
- j. you've had a very bad time.

EXERCISES

Exercise D

1. Fill-in the correct answer.

a. a few	b. botanist	c. broke	d. brought	e. came	f. into
g. reporter	h. spoke	i. steal	j. stole	k. story	l. strange

Good afternoon. And now for a _____ from our Brighton _____, Brian Smith.

This is Norton House, near Brighton. It was the home of the famous _____, Sir Patrick Norton.

Last night someone _____ the greenhouse and _____ some plants. This morning I _____ to Sir Patrick Norton's grandson, John Norton.

And what did they _____?

Just _____ plants. They _____ from South America. My grandfather _____ them to this country over a hundred years ago.

2. Connect the two parts of each sentence:

1. Someone broke into the greenhouse _____
2. The Telo plants in Brighton _____
3. Orwell is still at Dr Robert's clinic because she thinks _____
4. Sline needs the Telo plants so that _____
5. Sline wants to make the memory drug so that _____
6. Orwell brought a Telo plant to England, but he _____
7. The Telo plant grew well in South America _____
8. Today there are very few Telo plants in the world, but in England _____
9. The drug didn't work on Orwell _____
10. The next page in the book wasn't there because _____

- a. he can make the memory drug.
- b. he can make a lot of money.
- c. Sabina took it.
- d. to steal some Telo plants.
- e. he should stay a few more days.
- f. came from South America.
- g. until a thousand years ago.
- h. because Sline made a mistake.
- i. didn't want to make the memory drug.
- j. there is one place where they grow.

8. Episode 9: We Have to Stop Him

**Nothing can stop me now.
What are you talking about?
Where is Harry?**

*Dialog Focus w/SR
Dictations
Grammar Fill-ins*

This episode begins in Sline's laboratory where he says that this time everything is going to be all right. He says nothing can stop him.

At the police station, Inspector Marvin receives a telephone call from his boss and is told that they have to wait a few days before they can go after Sline. While he is on the phone, Orwell sneaks a look at a file on his desk.

After leaving the Inspector's office, Orwell tells Dr Robert's that they have to go after Sline, because it's too dangerous to wait. From the information Orwell saw on the Inspector's desk, he knows that Sline's laboratory is in an amusement park. They decide to go there to stop Sline from making the drug.

In Sline's laboratory, Sline is making the drug. He is sure it will work. Sabina asks him how he can be sure. He says he's going to test it on Harry, who has gone shopping. When Harry comes back, Sline invites him to have a drink. Harry says he isn't thirsty, but Sline says he will like it and forces him to drink it.

Goals:

To be able to use a range of verb forms appropriately, from the past tense to the present perfect, to the present and the present with modals.

To be able use *something*, *nothing*, and *anything* for reference.

To be able to understand and use adjective and noun clauses in longer sentences.

Learning Points

Future with *going to* and *will*:

This time everything is going to be all right. What are you going to do about it? He's not going to do anything. We're going to stop him. This time it'll work. This time it will be very strong. I'm going to test it. He'll be back soon. You will like this drink, Harry.

Past habitual with *used to*:

It used to grow in one part of South America.

Present Perfect:

What's happened? Have I done something wrong? He's gone to the shops. Where have you been?

have to, *will*, *can*, *must*:

We have to wait. Inspector Marvin said we have to wait. But we have to stop him! He can make a much stronger drug. We'll stop him.

Something, *nothing*, *anything*, *everything*:

This time everything is going to be all right. Nothing can stop me now. He hasn't done anything wrong. He's not going to do anything. We can't do anything today. Is everything all right, boss? Have I done something wrong?

Apologies:

I'm sorry, boss. I'm sorry, but I've got some bad news. I'm sorry, but I can't tell you. I forgot your cigars.

Noun and adjective clauses:

These were the first plants *that grew outside South America*. This is *why we came here*. We know *where his laboratory is*. We know *what he's doing there*. I got all the things *you wanted, boss*.

Classroom Activities

Class 1

Presentation (Day 1, 4-6 minutes)

Begin with the scene, *Nothing can stop me now*. Play it through, section by section. Confirm that the class understands everything and can repeat or explain the meaning of every sentence. Ask someone in the class to explain why Sline can make a much stronger drug now. With the telephone call, have the class guess what is being said on the other side of the conversation. Who is the Inspector talking to and what is he saying?

Key Focus: Note how *going to* is used instead of *will* in sentences such as We're *going to* stop him. *Going to* is the usual way of expressing the future, where *will* expresses certainty about the future.

Oral Practice (3~5 minutes)

In pairs, or small groups, have students practice summarizing the main points of the scene. What are the key points, and why?

Follow-up: Have students work on their own with the software. Students should focus on each sentence, line by line, *without using the text*. After the students focus on the first scene, they should preview the next scene, *What are you talking about?*, which is very difficult to hear. Students should also review Unit 7, especially the support lessons. As homework (or in class), have the students do Exercise A.

Class 2

Presentation (Day 2, 4-6 minutes)

Go through the scene, *What are you talking about?* This scene is difficult to hear, so students have to listen and figure out what is being said. Go through this process with them, because it helps to develop an important listening strategy.

Key Focus: Check to see that the students understand the difference between *have to* and *must*. to express necessity. Point out that *have to* can be used with other modals, but *must* cannot, since no predicate can use more than one modal. Example: He'll *have to* be there. You *cannot* say 'He will *must* be there.'

Oral Practice (3-4 minutes): Have students work in pairs or small groups. Each group should make a list of sentences or questions that talk or ask about events in the future. See how many different ways they can talk about the future without using *will* or *going to*. Examples: *Can you come next week? Are you coming tomorrow? It leaves in an hour. He may arrive tomorrow, but we're not sure. He's coming back next week. We must/have to finish sometime within the next six months. Let's go next year.*

Follow-up: Have students work on their own with the software. After they focus on this scene, they should review the first scene and then preview the next scene, *Where is Harry?* As homework (or in class), have the students do Exercise B. Students should continue to review the support lessons in Unit 3.

Class 3

Presentation (Day 3, 4-6 minutes)

Go through *Where is Harry?* section by section. Have students identify the tense of each sentence. Have them repeat some of Sline's sentences, which are very enjoyable, such as *There are more important things in life than cigars*.

Key Focus: Review the many tenses and verb constructions used in this scene. List them on the board. Pay particular attention to the modals, *going to*, and *have to*.

Oral Practice (4-6 minutes): Have students work in pairs or small groups and practice predicting what will happen next in the story. What do they think will happen to Harry, Sline, Sabina, and Orwell? If they were the writer, how would they write it?

Follow-up: Have students work on their own with the software. Students should *review* all three scenes in this unit and then preview the next unit. Remind students to record themselves and listen to their recordings. This will increase their *Completion Percentage*. Have the students do Exercise C.

Follow-up

Once the three scenes have been presented and practiced, students should do the **Dialog Focus, Dictation, and Fill-in** support lessons. They should do these on their own, *as often as possible*, until the language is completely mastered. When their *Completion Percentage* is 80% or more for Units 6, 7, and 8, they will be ready to take **Mastery Test 3**.

Video Scripts

Nothing can stop me now.

(In Sline's laboratory)

Sline: This time everything is going to be all right.
Nothing can stop me now. Nothing!

(At the police station)

Marvin: Ah...please, sit down.

Dr Roberts: Thank you.

Orwell: Is this...?

Marvin: Yes. It came this morning. A copy of the
missing page.

Dr Roberts: Where did you get it?

Marvin: There was only one other copy of the book and
that was in the British Library.

Orwell: I didn't know this before. The Telo plant used to
grow only in one part of South America. But in 1888,
after his third visit to South America, Sir Patrick
Norton brought back one male and one female Telo
plant to England. These were the first and only Telo
plants that grew outside South America. (To Marvin)
This is why we came here... On the midday news
today, we saw...

Marvin: I know. Sline stole the Telo plants from Norton
House, near Brighton.

Orwell: So you know! Well, what are you going to do
about it? He's got the Telo plants. He can make a very
dangerous drug with them, much stronger than the one
he...

Marvin: I know, Dr Orwell, I know.

Orwell: He's going to...

Marvin: Don't worry. He's not going to do anything. We
know where his laboratory is. We know what he's
doing there. And we're going to stop him.

Orwell: When?

Marvin: Today. In a few hours. (phone rings) Hello?
Who is it? Oh, I see. Yes, I'll speak to him now.
(Marvin turns away. Orwell looks at the papers on his
desk.) Oh, hello, sir. Good afternoon. Yes, sir, that's
right, I am. Yes, sir, I have. But...but isn't that
dangerous? Well, shouldn't we...? Ah... I see. I think I
understand. Very well, sir, but I... Yes, sir. I
understand. (To Orwell) I'm sorry, but I've got some...
some bad news.

Dr Roberts: What? What's happened?

Marvin: We can't do anything today.

Orwell: What? Aren't you going to...?

Marvin: We have to wait!

Orwell: What do you mean?

Marvin: We have to wait!

Orwell: Why?

Marvin: Those are my orders.

Orwell: Why?

Marvin: I'm sorry, I can't tell you.

What are you talking about?

(In Dr Robert's car)

Dr Roberts: Amusement park?....

Orwell: Yes, an amusement park. Is there an amusement
park...?

Dr Roberts: What are you talking about? Why are you
asking?

Orwell: That was the name in the file.

Dr Roberts: What file?

Orwell: The file on Marvin's desk. The file with the
photographs. Sline's photograph. Sabina's photograph.
It was full of information.

Dr Roberts: You mean you looked?

Orwell: That's where his laboratory is--in some kind of
amusement park. Well? Let's go there now.

Dr Roberts: No! We can't! Remember what Inspector
Marvin said!

Orwell: But Sline can make the drug now. And this time
it'll work!

Dr Roberts: I know. But Inspector Marvin said we have
to wait.

Orwell: But we have to stop him!

Where is Harry?

(At Sline's laboratory)

Sline: This time it will work. This time it will be very
strong.

Sabina: How can you be sure?

Sline: I'm going to test it.

Sabina: Test it? How?

Sline: Sabina? Where is Harry?

Sabina: He's gone to the shops. He'll be back soon.

Sline: Ah, there you are, Harry. Where have you been?

Harry: Oh, I'm sorry, boss. Am I late?

Sline: No, no, not at all, Harry. Sit down.

Harry: Is everything all right, boss? Have I done
something wrong?

Sline: No, no, Harry. Everything's just fine.

Harry: I got all the things you wanted, boss.

Sline: Good. So you bought some cigars then, hmm?

Harry: Cigars, boss?

Sline: Yes, the cigars. Did you buy them?

Harry: I'm...I'm sorry, boss. I forgot your cigars. I'll go
back and get them.

Sline: No, no, it doesn't matter, Harry. There are more
important things in life than cigars. Sabina, get Harry a
drink.

Harry: A drink, boss? No thanks, I'm not thirsty. I really
don't want one.

Sline: But you will like this drink, Harry. You really will.

Dialog Focus

(Scene 1)

He's got the Telo plants. He can make a very dangerous
drug with them, much stronger than the one he...

I know, Dr Orwell, I know.

He's going to...

Don't worry. *He's not going to do anything.*

We know where his laboratory is. We know what he's
doing there. *And we're going to stop him.*

When?

The Lost Secret ~ Unit 8: We Have to Stop Him

Today. *In a few hours.* Hello? Who is it? Oh, I see. Yes, I'll speak to him now. Oh, hello, sir. *Good afternoon.*
Yes, sir, that's right, I am. Yes, sir, I have. But...but isn't that dangerous? Well, shouldn't we...? Ah... I see. I think I understand. Very well, sir, but I... *Yes, sir. I understand.*
I'm sorry, but I've got some... some bad news.
What? What's happened?
We can't do anything today.
What? Aren't you going to...?
We have to wait!
What do you mean?
We have to wait.
Why?
Those are my orders.
Why?
I'm sorry, I can't tell you.

(Scene 2)

Amusement park?...
Yes, an amusement park. Is there an amusement park...?
What are you talking about? Why are you asking?
That was the name in the file.
What file?
The file on Marvin's desk. The file with the photographs.
Slime's photograph. Sabina's photograph. It was full of information.
You mean you looked?
That's where his laboratory is--in some kind of amusement park. Well? *Let's go there now.*
No! We can't! Remember what Inspector Marvin said!
But Slime can make the drug now. And this time it'll work!
I know. *But Inspector Marvin said we have to wait.*
But we have to stop him!

(Scene 3)

This time it will work. This time it will be very strong.
How can you be sure?
I'm going to test it.
Test it? How?
Sabina? Where is Harry?
He's gone to the shops. He'll be back soon.
Ah, *there you are, Harry.* Where have you been?
Oh, I'm sorry, boss. Am I late?
No, no, not at all, Harry. Sit down.
Is everything all right, boss? *Have I done something wrong?*
No, no, Harry. *Everything's just fine.*
I got all the things you wanted, boss.
Good. So you bought some cigars then, hmm?
Cigars, boss?
Yes, the cigars. *Did you buy them?*
I'm...I'm sorry, boss. I forgot your cigars.
I'll go back and get them.
No, *no, it doesn't matter, Harry.* There are more important things in life than cigars. Sabina, get Harry a drink.
A drink, boss? *No thanks, I'm not thirsty.* I really don't want one.
But you will like this drink, Harry. You really will.

Dictations

1. The Telo plant used to grow only in one part of South America.
 2. But in 1888, after his third visit to South America,...
 3. Sir Patrick Norton brought back one male and one female Telo plant to England.
 4. These were the first and only Telo plants that grew outside South America.
-
1. This time it will work. This time it will be very strong.
 2. How can you be sure?
I'm going to test it.
 3. Test it? How?
Sabina? Where is Harry?
 4. He's gone to the shops.
He'll be back soon.
-
1. Ah, there you are, Harry.
 2. Where have you been?
Oh, I'm sorry, boss. Am I late?
 3. Is everything all right, boss?
Have I done something wrong?
 4. No, no, Harry. Everything's just fine.
-
1. I got all the things you wanted, boss.
Good. So you bought some cigars then, hmm?
 2. Cigars, boss?
Yes, the cigars. Did you buy them?
 3. I'm...I'm sorry, boss. I forgot your cigars.
I'll go back and get them.
 4. No, no, it doesn't matter, Harry.
There are more important things in life than cigars.

Fill-Ins

This time everything is [going] to be all right.
There was only one other copy of the book and [that] was in the British Library.
I didn't know this [before].
The Telo plant [used] to grow only in one part of South America.
The plants [came] to England in 1888.
These were the first and only Telo plants [that] grew outside South America.
[Before] 1888, the plants grew only in South America.
Slime [stole] the Telo plants from Norton House, near Brighton.
He can make a very dangerous drug with them, much stronger [than] the one he...
Slime has the [stolen] plants.
He's not going to do [anything].
We know [where] his laboratory is.
We know [what] he's doing there.
And [we're] going to stop him.
Yes, [I'll] speak to him now.
[What's] happened?
You mean you looked? That's [where] his laboratory is--in some kind of amusement park.
Remember [what] Inspector Marvin said!
And this time [it'll] work! I know...
This time it [will] work. This time it [will] be very strong.

The Lost Secret ~ Unit 8: We Have to Stop Him

He's [gone] to the shops. He'll be back soon.

Where [have] you been?

Have I [done] something wrong?

No, no, Harry. [Everything's] just fine.

I got all the things you wanted, boss. Good. So you [bought] some cigars then, hmm?

Cigars, boss? Yes, the cigars. Did you [buy] them?

I'm sorry, boss. I [forgot] your cigars.

There are more important things in life [than] cigars.

EXERCISES

Exercise A

1. Listen to *Nothing can stop me now*, and fill-in the missing words.

1. This time (a)_____ . Nothing (b) _____ stop me now.
2. Where did you get it?
(a)_____ of the book, and (b)_____ in the British Library.
3. I didn't know this before. The Telo plant (a)_____ of South America. But in 1888, (b)_____ to South America, Sir Patrick Norton (c)_____ Telo plant to England. These (d)_____ Telo plants (e) _____ South America.
4. So you know! Well, (a)_____ ?
He's got the Telo plants. He (b)_____ with them, (c)_____ he...
5. Don't (a) _____. He's not (b)_____.
We know (c)_____. We know (d)_____
_____. And (e) _____.

2. Put the following into the correct order, from 1 – 6.

a. Okay, I'll speak to him now. b. Oh, hello, sir. Good afternoon. c. Yes, sir, I have.
d. Yes, sir, that's right, I am. e. But, but isn't that dangerous? Shouldn't we... f. Who is it?

- Hello?
- You've got a call, sir.
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
- It's the Chief Inspector.
- Hello. This is Chief Inspector Andrews.
- You're going to Sline's laboratory today, aren't you?
- And you've got someone watching them?
- Well, I think you should wait a few days.
- I'm sorry, Marvin. But I have my orders. We have to wait.
- I see. Very well, sir.

EXERCISES

Exercise B

1. Put the words into the correct order:

1. What /about/ /you/ /talking/ /are/ ?

What

2. Why /you/ /asking/ /are/ ?

Why

3. That /the name/ /in/ /the file/ /was/

That

4. It /information/ /was/ /of/ full/

It

5. That's /is/ /where/ his laboratory/ , in /amusement park/ /of/ /kind/ /some/

That's

2. Match the questions to the answers

1. The information was in a file on the Inspector's desk. _____
2. He told them to wait. _____
3. Sline's laboratory. _____
4. To an amusement park. _____
5. The Inspector's office. _____
6. Sline can make the drug now. _____
7. Sline's and Sabina's. _____
8. His boss. _____
9. Inspector Marvin. _____
10. He was talking on the phone. _____

- a. Where are they going?
- b. What's at the amusement park?
- c. How do they know where Sline's laboratory is?
- d. Where are they coming from?
- e. What was the Inspector doing when Orwell looked in the file?
- f. What did the Inspector say?
- g. Why doesn't Orwell want to wait?
- h. Whose photographs were in the file?
- i. Who said they had to wait?
- j. Who was the Inspector talking to on the phone?

EXERCISES

Exercise C

1. Listen to *Where is Harry?* and fill-in the missing words:

1. This time (a)_____ . This time (b)_____ .
2. How (a)_____ ?
I'm (b)_____
3. Where is Harry?
He's (a)_____ . He'll (b)_____ .
4. Ah, there you are, Harry. Where (a)_____ ?
Oh, (b)_____ . (c)_____ ?
5. Is everything all right, boss? _____ ?

2. Match the sentences with what comes next.

1. How can you be sure? _____
2. Is everything all right? _____
3. Yes, the cigars. _____
4. I forgot your cigars. _____
5. It doesn't matter, Harry. _____
6. A drink, boss? _____
7. You'll like this drink, Harry. _____
8. Ah, there you are, Harry. _____
9. What's happened? _____
10. It came this morning. _____

- a. I'm going to test it.
- b. You really will.
- c. We can't do anything today.
- d. There are more important things in life than cigars.
- e. Have I done something wrong?
- f. A copy of the missing page.
- g. Did you buy them?
- h. No thanks, I'm not thirsty.
- i. I'll go back and get them.
- j. Where have you been?

9. Episode 10: The Drug

I hope you like it.

Do you like it, Basil?

Are you a policewoman?

What happens when you take the drug?

Dialog Focus w/SR

Dictations

Grammar Fill-ins

In the first scene Sabina prepares three glasses of fruit juice and adds the memory drug to two of them. Harry is nervous, but he takes a glass, not knowing what it is. Sline takes one of the two remaining glasses after he switches it with the one nearest Sabina, just as Sabina had anticipated. She sees this through a mirror. She drinks, then Harry, and finally Sline. Then they hear a noise, and they see Orwell with a woman outside.

When Orwell and Dr Roberts enter the lab, Sline and Harry come up behind them. Sline tries to kill Orwell, but the memory drug begins to work. Harry and Sline are confused and don't remember what has happened. Dr Roberts asks Sline about the memory drug, but he doesn't know anything. Then the police rush in. Inspector Marvin puts a dazed Sline under arrest and says he's no longer a dangerous man. But Sabina has escaped, with the drug.

Goals:

To review and extend the ability to use the present perfect with *yet* and *before*.

To review and extend the ability to build longer sentences with clauses and phrases.

To review and extend the past tense.

Learning Points

Present perfect with *yet* and *before*:

You haven't drunk any yet. I've seen him before. But have I seen you before?

Adverbs of manner

How does it work? Does it work slowly, or quickly?

Contractions with *is* and *has*:

Here's one for you. What's it made of? What's happening? I think she's gone. She's got the drug.

***know what* + infinitive:**

You know what to do. How did they know where to go?

Giving orders with imperatives:

Try it. Drink up! Find out! Tell me about this memory drug, Professor. Find Sabina.

Phrases used for making a toast:

Drink up! Cheers! To our new life!

Adjective clauses:

First you forget things that happened only a short time ago, and then you forget things that happened a few years ago. .

Classroom Activities

Class 1

Presentation (Day 1, 5-7 minutes)

Begin with *I hope you like it* and *Do you like it, Basil?* Play them through in short sections. Focus on what each of the characters is doing and thinking.

Key Focus: Focus again on every instance of the present perfect, particularly with yet.

Oral Practice (3~5 minutes)

In pairs, or small groups, have students practice summarizing and explaining the actions of each of the characters in these two scenes.

Follow-up: Have students work on their own with the software. After the students focus on these scenes, they should preview the next two scenes, *Are you a policewoman?* and *What happens when you take the drug?* Students should also review Unit 8, especially the support lessons. As homework (or in class), have the students do Exercise A.

Class 2

Presentation (Day 2, 4-6 minutes)

Go through *Are you a policewoman?* and *What happens when you take the drug?* Check that the students understand every sentence, as well as the details of the story.

Key Focus: Focus again on every occurrence of the present perfect.

Oral Practice: (6 ~ 10 minutes) Have students work in pairs or small groups and discuss how their memory works when they learn a language. What methods of study work and don't work for them? How is studying language different than studying history? Here are some useful words they can use in their discussion: memorization, practice, repetition. See if the students agree or disagree on ways to study effectively.

Follow-up: Have students work on their own with the software. Students should *review* all four scenes in this unit and then preview the next unit. Remind students to record themselves and listen to their recordings. This will increase their *Completion Percentage*. Have the students do Exercise B.

Follow-up

Once all four scenes have been presented and practiced, have students do the **Dialog Focus, Dictation, and Fill-in** support lessons. They should do these lessons *as often as possible* until the language is completely mastered. When their *Completion Percentage* is 80% or more for Units 9 and 10, they will be ready to take **Mastery Test 4**.

Video Scripts

I hope you like it.

(In Sline's lab)

---- shows Sabina adding the drugs

Sabina: Here you are. And here's one for you.

Sline: Thank you. (switches the drinks) Thank you Sabina. Well, try it, Harry. I hope you like it. I'm sure you will. Go on, Harry. Drink up! Cheers! What about you, Sabina?

Sabina: Yes. To our new life! And to the memory drug!

Harry: Mm. Not bad. What's it made of? Bread?

Sabina: No. Apples and oranges and grapes.

Do you like it, Basil?

(In Sline's lab)

Sabina: Do you like it, Basil?

Sline: Oh, yes, I do. I like it very much.

Sabina: How do you know? You haven't drunk any yet.

Harry: Yeah, boss. Try it. It's good.

Sline: What was that noise? Did you hear it? Is there someone outside? Find out!

Sabina: It's Orwell... with a woman. They're outside the door! You know what to do!

Are you a policewoman?

(In Sline's lab)

Sline: That's nice. Very nice. So you've come to see us again. Isn't that nice, Harry? But who is your friend? Are you a policewoman?

Harry: Is everything all right, boss?

Sline: What is this? (stares at his gun) Who gave it to me?

Dr Roberts: You know this man, don't you? You remember his name.

Sline: Yes... I remember them...do I? But who is this man?

Dr Roberts: Oh, come now, Professor, you know who he is. You know that. Think!

Sline: Yes...that's right! I've seen him before. But have I seen you before?

What happens when you take the drug?

(In Sline's lab)

Dr Roberts: Tell me about this memory drug, Professor. I'm very interested in it. How does it work? Does it work slowly, or quickly?

Sline: Memory drug? Memory drug? That's the rain... that's it... ...the rain washes...washes...

Dr Roberts: What happens when you take the drug? What do you forget first? Your name? Things like that? Or do you forget small things first? You know, what happened, or what people said a few minutes ago? First you forget things that happened only a short time ago... Then you forget things that happened a few years ago... ...and then things that happened a long time ago, and then you forget everything, Professor Sline. Everything! (Orwell takes the gun from Harry)

Sline: No, no, no. No! (runs at Orwell)

Dr Roberts: Don't shoot him.

Sline: Ah!...

Orwell: Where's Sabina?

Dr Roberts: I think she's gone.

Orwell: Was she here when we came in?

Dr Roberts: I don't know, but someone gave them the memory drug. Who do you think that was?

Sine: Drug...

(Police enter)

Marvin: Don't move! We're police!

Sline: the rain...

Marvin: (to the police) You know what to do. (to Orwell and Dr Roberts) Are you both all right?

Orwell: Yes, but find Sabina. She's got the drug.

Marvin: Professor Basil Sline? You're a very dangerous man. Or perhaps I should say you were a very dangerous man. We're taking you to the police station.

Dialog Focus

(Scene 1)

Thank you Sabina. Well, try it, Harry. *I hope you like it.*

I'm sure you will. Go on, Harry. Drink up! Cheers! What about you, Sabina?

Yes. To our new life! And to the memory drug!

Mm. *Not bad.* What's it made of? Bread?

No. Apples and oranges and grapes. Do you like it, Basil?

Oh, yes, I do. I like it very much.

How do you know? *You haven't drunk any yet.*

Yeah, boss. Try it. It's good.

(Scene 2)

So you've come to see us again. Isn't that nice, Harry?

But who is your friend? *Are you a policewoman?*

Harry: Is everything all right, boss?

Sline: What is this? (stares at his gun) *Who gave it to me?*

Dr Roberts: You know this man, don't you? *You remember his name.*

Sline: Yes... I remember them...do I? But who is this man?

Dr Roberts: Oh, come now, Professor, you know who he is. *You know that.* Think!

Sline: Yes...that's right! *I've seen him before.* But have I seen you before?

Tell me about this memory drug, Professor. *I'm very interested in it.* How does it work? *Does it work slowly, or quickly?*

Memory drug? Memory drug? That's the rain... that's it... ...the rain washes...washes...

What happens when you take the drug?

(Scene 3)

Where's Sabina?

I think she's gone.

Was she here when we came in?

I don't know, but someone gave them the memory drug.

Who do you think that was?

Drug...

Don't move. *We're police.*

The Lost Secret ~ Unit 9: The Drug

Rain...
You know what to do. Are you both all right?
Yes, but find Sabina. *She's got the drug.*
Professor Basil Sline? You're a very dangerous man. Or
perhaps I should say you were a very dangerous man.
We're taking you to the police station.

Dictations

1. To our new life! And to the memory drug!
2. Mm. Not bad. What's it made of? Bread?
No. Apples and oranges and grapes.
3. Do you like it, Basil?
Oh, yes, I do. I like it very much.
4. How do you know? You haven't drunk any yet.
Yeah, boss. Try it. It's good.

1. You know this man, don't you?
You remember his name. Yes...
2. I remember them...do I? But who is this man?
3. Oh, come now, Professor, you know
who he is. You know that. Think!
4. Yes...that's right! I've seen him before.
But have I seen you before?

1. Tell me about this memory drug, Professor.
I'm very interested in it.
2. How does it work?
Does it work slowly, or quickly?
3. What do you forget first? Your name? Things like
that? Or do you forget small things first?
4. You know, what happened, or what
people said a few minutes ago?

1. First you forget things that happened only a short time
ago...
2. Then you forget things that happened a few years ago...
3. ...and then things that happened a long time ago,...
4. ...and then you forget everything, Professor Sline.
Everything!

Fill-Ins

Here you are. And here's one [for] you.
How many drinks [did she] put the drug in?
I hope you like it. I'm sure you [will].
What's it [made] of? Bread?
Oh, yes, I do. I like it very [much].
How do you know? You [haven't] drunk any yet.
Has Sline drunk any of the drug [yet]?
Sline [still] hasn't drunk anything.
What was that noise? [Did you] hear it?
Is there [someone] outside? Find out!
[They're] outside the door! You know what to do!
So you've [come] to see us again.
What is this? Who gave it [to me]?
You know this man, [don't you]?
Oh, come now, Professor, you know who [he is].
[Have] I seen you before?
Tell [me] about this memory drug, Professor. I'm very
interested in it.

Does it work [slowly], or quickly?
What [happens] when you take the drug?
First you forget things that [happened] only a short time
ago...
Then you forget things that happened a few years [ago].
and then things that happened [a long] time ago...
Was she here when we [came] in?
I don't know, but someone gave [them] the memory drug.
Who do you think that was?
You know [what] to do.
Professor Basil Sline? You're a very [dangerous] man.
Or perhaps I should [say] you were a very dangerous man.
He isn't dangerous [anymore] because he has lost his
memory.

EXERCISES

Exercise A

1. Listen to *Do you like it, Basil?* and fill-in the missing words:

1. Do you like it, Basil?

Oh, yes, I do. I like it (a)_____.

How (b)_____? You (c)_____.

2. Yeah, boss. _____. It's good.

3. What was (a)_____? Did you (b)_____?

Is (c)_____? Find out!

2. Listen to *Are you a policewoman?* and fill-in the missing words:

1. That's nice. Very nice. So (a)_____. Isn't that nice, Harry?

But (b)_____? Are you a policewoman?

2. Oh, come now, Professor. You (a)_____. You know that. Think!

Yes, that's right! (b)_____. But (c)_____

_____?

3. Fill in the correct verb forms.

Verb	V(d)	V(ing)	V(n)
be	was/were	being	been
go		going	
do	did	doing	
see	saw	seeing	
give		giving	
know		knowing	
make		making	

EXERCISES

Exercise B

1. Listen to *What happens when you take the drug?* and fill-in the missing words:

1. Tell me about this memory drug, Professor. I'm (a) _____
_____. How does it work? Does it (b) _____
_____?
2. What happens (a) _____?
What do you (b) _____?
3. Professor Basil Sline? You're (a) _____
Or (b) _____

2. Complete the sentences.

1. Sabina put the memory drug _____
2. Sline didn't know that _____
3. Sline switched the glasses because _____
4. Sabina looked into a mirror and _____
5. Sabina switched the glasses because _____
6. Sline isn't dangerous anymore _____
7. Sabina is still dangerous because _____
8. Dr Roberts said she's interested in _____
9. After you take the drug, you forget _____
10. The rain washes memories away _____

- a. saw Sline switch the drinks.
- b. like footprints in the sand.
- c. into two of the glasses.
- d. the drug was in two of the glasses.
- e. he didn't trust Sabina.
- f. she knew Sline would switch them.
- g. she has escaped with the Telo plants.
- h. things that happened a short time ago.
- i. because he has lost his memory.
- j. how the drug works.

10. Episode 11: The End

Would you sign this please? Do you know about the memory cup? The Lost Secret

Dialog Focus w/SR

Dictations

Grammar Fill-ins

This final unit opens in a bookshop where Dr Roberts is signing books. Orwell comes up to her and they greet each other. Then he invites her to take a walk along the river.

As they walk along the river, Orwell tells her how he went back to South America and found the memory cup.

When he saw the cup he knew it was real. He held it in his hands, and then he destroyed it.

Orwell explains why he had to destroy the cup. The secret of the Mepatecs is now dead.

Then Dr Roberts and Orwell end the story by talking about the rain, and the fact that it won't wash their memories away.

Goals:

To introduce students to Reported Speech.

To introduce usage of the modals *can* and *will*, including in simple conditionals.

To review and extend the present perfect, with *already*, *since*, and *for*.

Learning Points

Present perfect with *already*, *since* and *for*:

I've already read it. I've already told you. How long has it been since they last saw each other? They haven't seen each other for about two years.

Could, *would* and *had to*:

There was only one thing I could do. Would you sign this, please? That would be nice. Think what could happen if it got into the wrong hands.

Reported Speech:

You told me that the secret of the Mepatecs was on the cup. You said perhaps it was just a story. He asked her if she had written any other books. He asked her if she had time for a walk.

Greetings:

How nice to see you! It's been a long time. You look very well.

Suggestions and invitations:

Why don't we walk along the river? Have you got time for a walk?

Adjective and noun clauses:

It explained how they made the drug. I found out things only Sline knew. There was only one thing I could do. That's why I destroyed it.

Classroom Activities

Class 1

Presentation (Day 1, 4-6 minutes)

Begin with *Would you sign this, please?* and *Do you know about the memory cup?* Play them through in short sections, checking detailed comprehension and the students' ability to repeat or paraphrase the key sentences.

Key Focus: Focus on the various uses of the present perfect, in particular sentences with *already*, *since* and *for*. See *Learning Points* for examples.

Oral Practice (3~5 minutes)

In pairs, or small groups, have students practice summarizing this scene and reporting the speech of the characters: *She was signing books. He asked her if she had time for a walk. She said she would like to, but she had to be back at the clinic in an hour or so.*

Follow-up: Have students work on their own with the software. Students should focus on each sentence, line by line, *without using the text*. After the students focus on the first scene, they should preview the last scene, *The Lost Secret*. Students should also review Unit 9, especially the support lessons. As homework (or in class), have the students do Exercise A.

Class 2

Presentation (Day 2, 4-6 minutes)

Go through the final scene, *The Lost Secret*. Check detailed comprehension and the ability to repeat or paraphrase each sentence.

Key Focus: Focus on the use of *could* and *would*, especially in conditionals such as : *Think what could happen if it got into the wrong hands!* See *Learning Points* for examples.

Step 3: Oral Practice (4-6 minutes): Have students work in pairs or small groups and discuss whether or not they agree with Orwell's decision to destroy the cup. Give reasons for and against.

Step 4. Follow-up: Have students work on their own with the software. After they focus on this scene, they should review the first two scenes and then preview the next course they plan to study. As homework (or in class), have the students do Exercise B. Students should continue to review the support lessons in Unit 3. In addition, they should write a one page paper about *The Lost Secret*. Sample topics include: (1) what you liked or didn't like about the story, (2) whether or not it helped you to improve your English, (3) your favorite scene, and why, etc...

Follow-up

Once all three scenes have been presented and practiced, students should do the **Dialog Focus, Dictation, and Fill-in** support lessons. Students should do these lessons *as often as possible* until the language is completely mastered. When their **Completion Percentage** is 80% or more for units 9 and 10, they will be ready to take **Mastery Test 4**.

Video Scripts

Would you sign this please?

(At a bookstore)

Narrator: Two years later. In the window of a bookshop, there is a poster advertising a new book, "Lost Memories" by Dr Clare Roberts.

Woman: Would you sign this, please? I've already read it. It's very interesting.

Dr Roberts: I'm glad you enjoyed it.

Woman: Thank you.

Orwell: Have you written any other books?

Dr Roberts: No, I haven't. Dr Orwell! How nice to see you! It's been a long time.

Orwell: Yes, a long time. About two years.

Dr Roberts: You look very well.

Orwell: Yes, I'm much better, thanks to you. Ah, look, it's a nice evening. Have you got time for a walk?

Dr Roberts: Well, yes, but I have to be back at the clinic in an hour or so.

Orwell: Well, why don't we walk along the river? I'd like to talk to you.

Dr Roberts: That would be nice.

Do you know about the memory cup?

(Along the river)

Narrator: As they walk along the river, they talk about what has happened in the past two years. During that time, Dr Roberts has written a book. Sline and Harry are in jail, and Sabina is in America...

Dr Roberts: But what about you?

Orwell: Me? I've already told you. I went back to South America, back to where the Mepatecs used to live.

Dr Roberts: Did you find anything interesting?

Orwell: Yes, I did. I found something very interesting.

Dr Roberts: Yes? Go on! What was it?

Orwell: Do you know about the memory cup?

Dr Roberts: The memory cup! Yes, you told me about it. Don't you remember?

Orwell: Did I?

Dr Roberts: You told me that the secret of the Mepatecs was on the cup. But you weren't sure that it was a real cup. You said perhaps it was just a story.

Orwell: And now I know it wasn't a story. There really was a memory cup. I know because I found it!

Dr Roberts: Where?

Orwell: Inside the mountain where they made the drug.

The Lost Secret

(Flashback: Near the sea)

Orwell: When I saw the cup, I knew that it really was the memory cup. All the secrets of the Mepatecs were on the cup. It explained everything.

Dr Roberts: What did it explain?

Orwell: Everything! The lost secret of the Mepatecs.

How they made the drug, how they used it, how it destroyed their memories. I found out things only Sline knew--Sline and a few people a thousand years

ago. It was all there...in my hands... ..and I held it in my hands.

Dr Roberts: What happened then? What did you do then?

Orwell: There was only one thing I could do. It was a danger to the world. A secret like that is terrible.

Think what could happen if it got into the wrong hands! Into the hands of a man like Sline!

Dr Roberts: Sline isn't a problem anymore.

Orwell: There are many men like Sline. And that's why I destroyed it.

Dr Roberts: You destroyed the memory cup?

Orwell: I had to destroy it! I broke it into a thousand pieces! Nobody will ever know the secret of the Mepatecs. They're dead. And so is their secret. Do you think it'll rain?

Dr Roberts: Perhaps. But it won't wash our memories away, will it?

Orwell: No!

Dialog Focus

(Scene 1)

Would you sign this, please? I've already read it. It's very interesting.

I'm glad you enjoyed it.

Thank you.

Have you written any other books?

No, I haven't. Dr Orwell! How nice to see you!

It's been a long time.

Yes, a long time. *About two years.*

You look very well.

Yes, I'm much better, *thanks to you.* Ah, look, it's a nice evening. *Have you got time for a walk?*

Well, yes, but I have to be back at the clinic in an hour or so.

Well, why don't we walk along the river? I'd like to talk to you.

That would be nice.

(Scene 2)

But what about you?

Me?

I've already told you. I went back to South America, back to where the Mepatecs used to live.

Did you find anything interesting?

Yes, I did. I found something very interesting.

Yes? *Go on! What was it?*

Do you know about the memory cup?

The memory cup! *Yes, you told me about it.* Don't you remember?

Did I?

You told me that the secret of the Mepatecs was on the cup. But you weren't sure that it was a real cup. You said perhaps it was just a story.

And now I know it wasn't a story. There really was a memory cup. *I know because I found it!*

Where?

Inside the mountain where they made the drug.

The Lost Secret ~ Unit 10: The End

(Scene 3)

When I saw the cup, I knew that it really was the memory cup. All the secrets of the Mepatecs were on the cup.

It explained everything.

What did it explain?

Everything! The lost secret of the Mepatecs. How they made the drug, how they used it, how it destroyed their memories. I found out things only Sline knew--Sline and a few people a thousand years ago. It was all there...in my hands... ..and I held it in my hands.

What happened then? What did you do then?

There was only one thing I could do. It was a danger to the world. A secret like that is terrible. Think what could happen if it got into the wrong hands! Into the hands of a man like Sline!

Sline isn't a problem anymore.

There are many men like Sline. And that's why I destroyed it.

You destroyed the memory cup?

I had to destroy it! I broke it into a thousand pieces!

Nobody will ever know the secret of the Mepatecs.

They're dead. *And so is their secret.* Do you think it'll rain?

Perhaps. *But it won't wash our memories away, will it?*

No!

Dictations

1. Have you written any other books?
No, I haven't.
 2. Dr Orwell! How nice to see you!
 3. It's been a long time.
Yes, a long time. About two years.
 4. You look very well.
Yes, I'm much better, thanks to you.
-
1. Ah, look, it's a nice evening.
Have you got time for a walk?
 2. Well, yes, but I have to be back at the clinic in an hour or so.
 3. Well, why don't we walk along the river?
 4. I'd like to talk to you.
That would be nice.
-
1. But what about you?
Me? I've already told you.
 2. I went back to South America, back to where the Mepatecs used to live.
 3. Did you find anything interesting?
Yes, I did.
 4. I found something very interesting.
Yes? Go on! What was it?
-
1. Do you know about the memory cup?
The memory cup! Yes, you told me about it.
 2. Don't you remember? Did I?
You told me that the secret of the Mepatecs was on the cup.
 3. But you weren't sure that it was a real cup.
You said perhaps it was just a story.

4. And now I know it wasn't a story.
There really was a memory cup. I know because I found it!

1. I found out things only Sline knew--Sline and a few people a thousand years ago.
2. It was all there...in my hands...
and I held it in my hands.
3. What happened then? What did you do then?
There was only one thing I could do.
4. It was a danger to the world.
A secret like that is terrible.

1. Think what could happen if it got into the wrong hands! Into the hands of a man like Sline!
2. There are many men like Sline.
And that's why I destroyed it.
3. You destroyed the memory cup?
I had to destroy it!
4. I broke it into a thousand pieces! Nobody will ever know the secret of the Mepatecs.

Fill-Ins

I've [already] read it.
It's [been] a long time.
How long has it been [since] they last saw each other?
They haven't seen each other [for] about two years.
Yes, I'm [much] better, thanks to you.
Well, yes, but I have to be back at the clinic [in] an hour or so.
Well, why [don't] we walk along the river?
I'd like to talk to you. That [would] be nice.
I've [already] told you. I went back to South America...
I've already told you. I went back to South America, back to where the Mepatecs [used to] live.
Did [you find] anything interesting? Yes, I did.
I found something very [interesting].
Do you know [about] the memory cup?
You told me [that] the secret of the Mepatecs was on the cup.
But you weren't sure that it was a [real] cup.
There [really] was a memory cup. I know because I found it!
Where? Inside the mountain where [they] made the drug.
When I saw the cup, I [knew] that it really was the memory cup.
[All] the secrets of the Mepatecs were on the cup.
I found out things only Sline knew--Sline and a few people a thousand years [ago].
It was all there...in my hands...and I [held] it in my hands.
There was only one thing I [could] do.
It was a [danger] to the world.
Think what could happen if it [got] into the wrong hands!
Sline isn't a problem [anymore].
You destroyed the memory cup? I [had] to destroy it!
He [destroyed] the cup because it was a danger to the world.
I [broke] it into a thousand pieces!
[Nobody] will ever know the secret of the Mepatecs.

EXERCISES

Exercise A

1. Put the words into the correct order.

Example: *this/ sign/ you / would/ you / , please?*

Would you sign this, please?

1. it / read / She / has / already

2. glad / I'm / my book / enjoyed / you /

3. you / any / books/ other / have / you / written / ?

4. has to / back / be / at the clinic / She / in / an hour

5. we / walk / Why / we / along / don't / the river?

2. Put the direct quotations into reported speech form.

Example: *She said to Orwell: "You look very well."*

She said he looked very well.

1. Orwell told Dr Roberts: "I'd like to talk to you."

2. Dr Roberts answered: "That would be nice."

3. Orwell told her: "The secret of the Mepatecs is on the cup."

4. Orwell said: "I'm not sure that it's a real cup."

5. He said: "Perhaps it's just a story."

EXERCISES

Exercise B

1. Listen to the video *The Lost Secret* and fill-in the missing words:

- When he saw the cup, he knew (a)_____ it really was the memory cup.
It (b)_____ everything.
- He (a)_____ things only Sline (b)_____ and a few people a thousand years (c)_____.
- There was only one thing he (a)_____ do. Think what could happen if the cup (b)_____ into the wrong hands!
- He (a)_____ it because (b)_____ are many men (c)_____ Sline.

2. Put in the correct words or phrases.

- Sline isn't a problem _____.
- Nobody will _____ know their secret.
- The rain _____ wash our memories away.
- A secret _____ that is terrible.
- He said he _____ destroy it.
- It _____ terrible if someone like Sline got it.
- The cup _____ how they made the drug.
- Orwell _____ the cup in his hands.
- Do you think _____ rain?
- He didn't want the cup _____ into the wrong hands.

- a. won't
- b. ever
- c. to get
- d. it'll
- e. held
- f. like
- g. would be
- h. had to
- i. explained
- j. anymore

Appendix A: Using the Software

DynEd's courseware has been designed for ease of use by students and teachers. Nevertheless, before students begin to study on their own, it is important to introduce the basic functions of the program and to give suggestions about how best to study. For additional information, please consult the *User's Guide*.

The DynEd Control Bar

The Control Bar is always active on screen when students are using a DynEd course and allows students to use comprehension aids and study tools at any time. The Control Bar displays the following buttons: **Exit**, **Voice Record**, **Voice Monitor**, **Back-up (Rewind)**, **Pause/Play**, **Repeat**, **ABC (Text)**, and **Fast Forward**. They function as follows:

Click on the **Exit** button to exit a lesson or to return to a menu at any time.



Click on the **Pause** button to pause the program at any time. When the program is paused, this button becomes the **Play** button. To take the program off pause, click on the **Play** button.



Click on the **Repeat** button to hear a sentence repeated. Students should be encouraged to listen several times to each sentence and to speak along with the program. Since clicking on the **Repeat** button automatically pauses the program, students can give themselves more time to answer a question by using the **Repeat** button. To take the program off pause, click on the flashing **Play** button.

Click on the **ABC** button to see the written *text* of each sentence and to access the *Glossary*. Generally, students should bring up the text only when they are having difficulty understanding what is said or when they are ready to study the vocabulary or grammar of the sentence. *Use of the ABC button can work against developing listening comprehension, so students should be coached on how to use it properly.* Please note that in some lessons, such as the Dictations, the ABC button is disabled.

Glossary: Once the text is displayed, students can click on *highlighted words* to get help or additional information and examples from glossary screens. In bilingual versions of the courses, these screens often provide translations as well as grammatical information and example sentences. The Glossary can also be accessed from the Options pull-down menu.

Bilingual versions of *The Lost Secret* include a **Translation** button. This helps reduce frustration and ensures comprehension, especially at the beginning level. As students study, they will find it less and less necessary to use the translation function.

The **Speech Record** button allows students to record their voice. Click it to start recording and *again* to stop the recording. Then click on the **Speech Playback** button to listen to the recording. Students can then compare their voices with the model by using the ABC button or the Repeat button. This feature gives students the opportunity to improve their pronunciation, intonation, and fluency, while developing their listening skills and language awareness.

The **Rewind** button allows students to go back in the program one frame at a time, for example to hear a previous sentence.

The **Fast-Forward** button allows students to move ahead in the program one frame at a time. When it is used, the text is displayed for each sentence. Please note that students may not fast-forward through an exercise or comprehension question. The program will pause until the question is answered.

Pull Down Menus

The DynEd pull-down menus are at the top of your screen: *Options*, *Speech Recognition*, and *Help*. The Options pull-down menu allows you to see the Student Records, to access the Glossary, to change Level settings (volume, and pause length) and to Show Text. The Speech pull-down menu gives instructions for using Speech Recognition. The Help pull-down menus provide access to Documentation (*Study Guides* and *User's Guide*) and Help Screens, which provide instructions for how to do each lesson.

Student Records

The Student Records indicate the total amount of time a student has spent in each lesson, the Completion Percentage ([Completion Percentage](#)), scores, and shuffler levels ([Shuffler Level](#)) for each study session. The Student Records are stored either on the hard disk or on the network. When students use the program, they should remember to log in so that their records are kept. Teachers can access the Student Records through the Records Manager.

Glossary

The Glossary provides an alphabetical list of the glossary screens available for each course. The Glossary can be accessed through the Pull-Down menu or through the highlighted text whenever it occurs in a lesson.

Levels

This allows the user to set or view the levels of the following controls:

Volume: The Volume settings enable the user to control the volume of the audio, as well as for sound recorded using the Voice Record feature.

Pause Length: The language of the courseware is natural language spoken at a normal pace. Students can, however, adjust the amount of time between each sentence. A longer pause gives students more time to process the sounds they have just heard and to access comprehension aids (repeat, translation, text on) if necessary. A shorter pause more closely approximates natural speech and provides more of a listening challenge.

Show Text On/Off

In the normal mode, the written text is not visible on screen unless the student presses the ABC button for each sentence. The Text On feature, however, causes the text to be displayed automatically for every sentence, except in some lessons when the Text feature is disabled, such as in the Dictations or Fill-ins. It is strongly recommended that the Show Text remain in the 'off' mode, since viewing the text while listening works against developing listening comprehension.

Speech Recognition

Help screens for Speech Recognition are available through the Speech Recognition pull-down menu at the top of the screen. Detailed instructions are also available in the Study Guides.

Help Screens

The Help screens can be accessed through the Help pull-down menu at the top of the screen. For bilingual versions, the Help screens are available with native language support.

Appendix B: Verb Markers

The verb markers referred to in the course glossaries and study guides are the following:

1. **V(d)** lived, ate, came, was, had, went
2. **modal** will, shall, may, can, must, had better, should, ought
3. **have+V(n)** has lived, has eaten, has been
4. **be+V(ing)** is living, is eating, is going
5. **be+V(n)** is eaten, is sold, is converted

Each marker has a specific meaning or a range of meanings that are determined by the other words around it and by the context. For example, *V(d)* indicates past or unreal (It *rained* yesterday; He wishes he *had* a new car.); *be+V(ing)* indicates an ongoing process in time (She *is living* in London this year.); and *be+V(n)* indicates the passive voice (It *is converted* into electricity.). The following chart gives examples of the notations which are used throughout the course and in the Glossary:

V	V(d)	V(ing)	V(n)
be	was/were	being	been
work	worked	working	worked
speak	spoke	speaking	spoken
eat	ate	eating	eaten

Verb markers can be used individually, or they can be used together to make new verb forms. For example, if we apply marker 1, *V(d)*, to the verb *eat*, we get: He *ate* dinner. If we apply marker 4, *be+V(ing)*, we get: He *is eating* dinner. If we use markers 1 and 4, *V(d) + be+V(ing)*, we get: He *was eating* dinner. If no marker at all is used, we have the simple present tense: He *eats* dinner at 6:00.

When markers are used together, the marker with the lower number comes before the marker with the higher number. For example, if marker 3: *have+V(n)* and marker 5: *be+V(n)* are used together with the verb *sell*, marker 3: *have+V(n)* comes before marker 5: *be+V(n)*.

3+5 *have+V(n)-->be+V(n)* has been sold (correct)

5+3 *be+V(n)-->have+V(n)* be had sold (incorrect)

It is also incorrect to use a marker more than once in the same predicate. For example:

1+2+3 *V(d)-->modal-->have+V(n)* would have made (correct)

1+2+1+3 *V(d)-->modal-->V(d)-->have+V(n)* would had made (incorrect)

Appendix B: Verb Markers

Many of the most important verb structures in English can be understood with these markers. Some examples using combinations of verb markers are:

1+2	V(d)-->modal	could go, might come, would sell
1+3	V(d)-->have+V(n)	had gone, had come, had sold
1+4	V(d)-->be+V(ing)	was going, was coming, were selling
1+5	V(d)-->be+V(n)	was made, was eaten, were sold
3+4	have+V(n)-->be+V(ing)	have been living, has been selling
3+5	have+V(n)-->be+V(n)	have been eaten, have been sold
2+3+5	modal-->have+V(n)-->be+V(n)	must have been given, may have been sold
1+2+3+5	V(d)-->modal+have+V(n)-->be+V(n)	might have been given
1+3+4	V(d)-->have+V(n)-->be+V(ing)	had been waiting
1+3+5	V(d)-->have+V(n)-->be+V(n)	had been given
1+4+5	V(d)-->be+V(ing)-->be+V(n)	was being given
3+4+5	have+V(n)-->be+V(ing)-->be+V(n)	has been being watched

Answer Key for Practice Exercises

Unit 1: Who is he?

Exercise A

Part 1.

1. I *am* a person.
2. You *aren't* a bird.
3. He *is* a man.
4. She *is* a woman.
5. They *are* people.
6. I *can* swim.
7. You *can/can't* fly.
8. I *am/am not* a bird.
9. He *isn't* a woman.
10. Fish *can* swim.
11. Birds *can* fly.
12. *I* am not a bird.

Part 2.

1. He thinks he *is* a bird.
2. He thinks he *can* fly.
3. People *can* swim, but they *can't* fly.
4. What *can* a bird do?
5. *Can* you speak English?

Exercise B

Part 1.

Harry: You're a (c). You can fly. What (b) you?

Man: I'm a bird.

Harry: And what (d) you (e)?

Man: I can (h).

Harry: Are you a (g)? Can you (l)?

Man: No. I can't (l). But I can (h).

Harry: Good. Very (i). Go on! Fly!

Part 2.

1. (g) 2. (h) 3. (c) 4. (j) 5. (i) 6. (b) 7. (f) 8. (a) 9. (d) 10. (e)

Exercise C

Part 1

1. (a) ask you some (b) remember?
2. (a) do you come from? (b) can't remember.
3. (a) he's a bird (b) he can fly.
4. (a) got any (b) Nothing.
5. Get me this number

Part 2

1. (g) 2. (f) 3. (j) 4. (h) 5. (e) 6. (i) 7. (b) 8. (c) 9. (d) 10. (a)

Exercise D

Part 1

1. There's an inspector (g) the phone.
2. Can you (i) to (d)? (e) name is Marvin, Inspector Marvin.
3. Can you see him? No, I'm (h), I can't. I'm (a) today.
4. Yes, I know, but there's something (l) with this man's (f).
5. I (j) you can (c) him.

Part 2

1. This man can't remember (b). He can't remember his (a).
2. Inspector, I've got (i) appointments this afternoon, but (g) I can (c) them.
3. Hello, Margaret? What are (f) appointments (l) afternoon, (h)?
4. Inspector? Can you (d) here, to my clinic, at three thirty this afternoon?
5. She is (e) at three-thirty this afternoon.

The Lost Secret ~ Answer Key

Exercise E

Part 1

1. He hasn't got a name.
2. He doesn't know his name.
3. He's a bird. He can fly.
4. She's sorry. She can't.
5. She is busy today.

Part 2

1. You don't have a name.
2. I have some appointments this afternoon.
3. Do you have any more questions, sir?
4. Does he have any identification?
5. He doesn't have any more questions.

Unit 2: Who is Sabina?

Exercise A

Part 1

1. I **live** in Mexico City.
2. She **works** in a bookshop.
3. I **sell** books.
4. **She** loves books.
5. They **live** in Mexico City too.
6. They **teach/work** at the university. department.
7. He **teaches** history.
8. She **teaches** English.
9. They **are** both teachers.
10. **She** doesn't live in Argentina.
11. They **don't live** in Argentina.

Part 2

1. She's **from Argentina**.
2. He's **talking to** Sabina.
3. She **lives in Mexico City**.
4. She **works in a bookshop**.
5. They are **both teachers**.

Exercise B

Part 1

They are on an (a). They are (j). Sabina says she (c) from Argentina, but she (f) in Mexico City. She (l) in a bookshop. She (i) books. Her (h) live in Mexico City (k). Her (d) teaches history, and her (g) teaches English.

Part 2

1. (b) 2. (f) 3. (c) 4. (a) 5. (i) 6. (d) 7. (e) 8. (h) 9. (j) 10. (g)

Exercise C

Part 1

1. (a) Pardon? What question? (b) What is in this bottle?
2. Don't break it.
3. But what kind of plant is it?
4. (a) I've got a letter here. (b) Can I see the letter, please?
5. Please read it.

Part 2

1. (d) 2. (f) 3. (a) 4. (b) 5. (e) 6. (g) 7. (j) 8. (c) 9. (i) 10. (h)

Exercise D

Part 1

1. She had several appointments, so she wasn't free.
2. He didn't have any identification.
3. He didn't remember his name.
4. Orwell met Sabina on an aeroplane (airplane), and they talked.
5. Sabina told him about her friend, the Professor.
6. The Customs Officer asked to see Orwell's letter.
7. Sabina introduced Orwell to her friend, Professor Sline.

The Lost Secret ~ Answer Key

8. There was an important plant in the bottle.
9. At the airport, Sabina brought Orwell to the Professor.
10. Sabina said something to Sline when Orwell came up to meet them.

Part 2

1. is/are 2. bring(s) 3. say(s) 4. tell(s) 5. put(s) 6. think(s) 7. come(s) 8. sell(s) 9. teach(es) 10. do(es)
11. know(s) 12. give(s)

Unit 3: Footprints in the Sand

Exercise A

Part 1

1. any more
2. another name for you
3. (a) met him (b) was with
4. Do you know him?
5. got something here.

Part 2

1. (a) met (b) talked
2. told
3. remembered
4. asked
5. had
6. shook
7. came
8. took
9. had
10. was

Exercise B

Part 1

They (d) into London. They (i) about the (l). It was (j) in Mexico City, and it (g). It rained (a). He (h) the rain in Mexico. The rain (k) (f) away (e) footprints in the sand.

Part 2

1. (e) 2. (b) 3. (h) 4. (f) 5. (g) 6. (a) 7. (i) 8. (c) 9. (j) 10. (d)

Exercise C

Part 1

1. got a reservation
2. (a) Would you (b) of course
3. (a) I'm catching a cold. (b) a doctor (c) give (d) something
4. (a) that kind of (b) aren't you
5. (a) how long are you staying (b) I'm not sure. (c) perhaps

Part 2

1. (e) 2. (h) 3. (a) 4. (f) 5. (i) 6. (j) 7. (g) 8. (d) 9. (c) 10. (b)

Exercise D

Part 1

They (b) him to the hotel. He (a). They (j) to have a drink (l) him, but he was (h). He wanted (i) to bed. Then they (d) the hotel and he (k) to bed.

Part 2

1. (i) 2. (g) 3. (a) 4. (b) 5. (c) 6. (h) 7. (f) 8. (j) 9. (e) 10. (d)

Unit 4: One o'clock at Alfredo's

Exercise A

Part 1

1. (a) talking about (b) very interesting (c) do remember (d) don't you
2. (a) I'll tell you later. (b) remember (c) that's
3. (a) listening (b) I am (c) still

Part 2

Sline (h) Orwell and (k) him that he (c) his manuscript. Orwell (f) in his briefcase and (j) that his manuscript (e) there. Sline (b) him if he is listening. Orwell (i) he is. Then Sline tells him to (g) him at Alfredo's restaurant. The (a) is in the telephone book. Sline says (d) be (l) at one o'clock.

The Lost Secret ~ Answer Key

Exercise B

Part 1

1. a bookshop (bookstore)
2. looking for a book
3. an archaeology book.
4. wrote it
5. twelve pounds fifty.

Part 2

1. (d) 2. (b) 3. (a) 4. (c) 5. (h) 6. (g) 7. (e) 8. (i) 9. (f) 10. (j)

Exercise C

Part 1

1. order for you
2. (a) ready to order (b) some more time
3. (a) Try it. (b) I'm sure you'll like it.
4. (a) hungry (b) doesn't want
5. (a) you're not hungry (b) you'll like (c) really is very good.

Part 2

1. (j) 2. (f) 3. (d) 4. (e) 5. (g) 6. (a) 7. (h) 8. (i) 9. (c) 10. ((b)

Exercise D

Part 1

Orwell didn't sleep (l) He slept (a), very (a). He wanted (h) to Professor Sline. Professor Sline was (e) because the (k) was (d). Orwell wanted to (h) about the manuscript, but Professor Sline wanted to talk about it (f). He wanted to eat (c).

Part 2

1. (c) 2. (a) 3. (e) 4. (b) 5. (h) 6. (i) 7. (f) 8. (j) 9. (g) 10. (d)

Unit 5: The Laboratory

Exercise A

Part 1

1. (a) the questions (b) to show you something (c) the manuscript
2. (a) got my manuscript (b) got your manuscript
3. (a) these photographs (b) aren't they (c) this is the language of
4. (a) for instance (b) it mean

Part 2

Orwell (j) in Sline's laboratory. Sline has his manuscript and is (a) him questions. He wants to know the (c) of (i) symbols. Only two (g) in the world understand the (b) of the Meptecs. Sline is (e) and Orwell is the (f). Sline wants to know (l) knows (d), he or Orwell.

Exercise B

Part 1

1. Don't destroy my work.
2. Tell me what this symbol means.
3. The two together mean 'rainflower,' don't they?
4. Why are you asking me?
5. Sline wants to find out if Orwell is telling the truth.

Part 2

1. (e) 2. (a) 3. (f) 4. (b) 5. (c) 6. (g) 7. (d) 8. (h) 9. (j) 10. (i)

Exercise C

Part 1

1. (a) won't kill him. (b) worry about that! (c) other ideas for that.
2. I'm going to do it.
3. (a) or was it woman (b) they really mean

Part 2

1. (i) 2. (f) 3. (h) 4. (a) 5. (j) 6. (b) 7. (c) 8. (d) 9. (e) 10. (g)

Unit 6: Good News and Bad News

Exercise A

Part 1

1. learnt (learned) something about
2. some plants can be
3. (a) How many (b) A few
4. (a) perhaps (b) can be (c) do you mean (d) I find out

Part 2

1. (b) 2. (j) 3. (h) 4. (c) 5. (f) 6. (g) 7. (e) 8. (i) 9. (a) 10. (d)

Exercise B

Part 1

1. (a) help (b) hope (c) some (d) mean (e) looking (f) about (g) find (h) kind (i) grows

Part 2

1. (c) 2. (j) 3. (a) 4. (i) 5. (h) 6. (f) 7. (g) 8. (d) 9. (e) 10. (b)

Exercise C

Part 1

1. (a) did you find out (b) didn't you
2. (a) Of course (b) the information (c) some news
3. (a) interesting. (b) tell you something (c) should believe me (d) more about these things than you do.
4. (a) say anything more (b) bad news
5. (a) Find it (b) somewhere near the end

Part 2

1. What are you talking about?
2. Where did you get this?
3. Perhaps you should listen to me sometimes.
4. Orwell wasn't sure about that symbol.
5. That's the answer. That's why the drug didn't work.

Unit 7: Male & Female

Exercise A

Part 1

Has Orwell (i) Sline before? Yes, he (d). He (g) Sline at the airport, and (f) at a restaurant. Sline has Orwell's manuscript because he (j) it. He wants to know (e) to make the memory drug.

Sabina wants to know (l) he's (c) to do with the drug. Sline has (h) (k) her what he's going to (b) with it. He wants to make (a) of money.

Part 2

Orwell (c) the Telo plant (a) to England with him (b) he (f) it for his (l). He (i) there (j) no Telo plants (g) of South America. But now he (e) that (h) is one place in England (k) they (d).

Part 3

bring, brought, brought	take, took, taken
make, made, made	tell, told, told
meet, met, met	think, thought, thought
know, knew, known	understand, understood, understood
steal, stole, stolen	want, wanted, wanted

Exercise B

Part 1

1. (a) something I didn't know.
2. (a) have to use (b) to make (c) isn't enough
3. (a) mean (b) strong enough without (c) that there are (d) Aren't you lucky I'm here to help you
4. (a) say I'm lucky (b) have to get (c) isn't going to be easy

Part 2

1. When you used the drug on Ross, it didn't work.
2. There was one small think I didn't understand.
3. It wasn't a small mistake. I think it was a big one.
4. Now Sline knows why it didn't work.
5. You have to use the male and the female plant to make the drug.

Exercise C

The Lost Secret ~ Answer Key

Part 1

1. (a) I wanted to ask you yesterday. (b) very important (c) does it look like (d) I've never seen it (e) it looked like water
2. (a) something I'd like to ask you. (b) you've helped me (c) much better

Part 2

1. (c) 2. (f) 3. (d) 4. (a) 5. (e) 6. (j) 7. (g) 8. (h) 9. (b) 10. (i)

Exercise D

Part 1

Good afternoon. And now for a (l) (k) from our Brighton (g), Brian Smith. This is Norton House, near Brighton. It was the home of the famous (b), Sir Patrick Norton. Last night someone (c) (f) the greenhouse and (j) some plants. This morning I (h) to Sir Patrick Norton's grandson, John Norton. And what did they (i)? Just (a) plants. They (e) from South America. My grandfather (d) them to this country over a hundred years ago.

Part 2

1. (d) 2. (f) 3. (e) 4. (a) 5. (b) 6. (i) 7. (g) 8. (j) 9. (h) 10. (c)

Unit 8: We Have to Stop Him

Exercise A

Part 1

1. (a) everything is going to be all right (b) can
2. (a) There was only one other copy (b) that was
3. (a) used to grow in only one part (b) after his third visit (c) brought back one male and one female (d) were the first and only (e) that grew outside
4. (a) what are you going to do about it? (b) can make a very dangerous drug (c) much stronger than the one
5. (a) worry (b) going to do anything (c) where his laboratory is (d) what he's doing there (e) we're going to stop him.

Part 2

1. (f) 2. (a) 3. (b) 4. (d) 5. (c) 6. (e)

Exercise B

Part 1

1. What are you talking about?
2. Why are you asking?
3. That was the name in the file.
4. It was full of information.
5. That's where his laboratory is, in some kind of amusement park.

Part 2

1. (c) 2. (f) 3. (b) 4. (a) 5. (d) 6. (g) 7. (h) 8. (j) 9. (i) 10. (e)

Exercise C

Part 1

1. (a) it will work (b) it will be very strong.
2. (a) can you be sure (b) going to test it
3. (a) gone to the shops. (b) be back soon.
4. (a) have you been (b) I'm sorry, boss (c) Am I late?
5. Have I done something wrong?

Part 2

1. (a) 2. (e) 3. (g) 4. (i) 5. (d) 6. (h) 7. (b) 8. (j) 9. (c) 10. (f)

The Lost Secret ~ Answer Key

Unit 9: The Drug

Exercise A

Part 1

1. (a) very much (b) do you know (c) haven't drunk any yet.
2. Try it.
3. (a) that noise (b) hear it (c) there someone outside

Part 2

1. (a) you've come to see us again. (b) who is your friend
2. (a) know who he is. (b) I've seen him before (c) have I seen you before

Part 3

be	was/were	being	been
go	went	going	gone
do	did	doing	done
see	saw	seeing	seen
give	gave	giving	given
know	knew	knowing	known
make	made	making	made

Exercise B

Part 1

1. (a) very interested in it (b) work slowly or quickly
2. (a) when you take the drug (b) forget first?
3. (a) a very dangerous man (b) perhaps I should say you were a very dangerous man.

Part 2

1. (c) 2. (d) 3. (e) 4. (a) 5. (f) 6. (i) 7. (g) 8. (j) 9. (h) 10. (b)

Unit 10: The End

Exercise A

Part 1

1. She has already read it.
2. I'm glad you enjoyed my book.
3. Have you written any other books?
4. She has to be back at the clinic in an hour.
5. Why don't we walk along the river?

Part 2

1. Orwell told Dr Roberts he'd like to talk to her.
2. Dr Roberts answered that it would be nice.
3. Orwell told her that the secret of the Mepatecs was on the cup.
4. Orwell said he wasn't sure that it was a real cup.
5. He said perhaps it was just a story.

Exercise B

Part 1

1. (a) that (b) explained
2. (a) found out (b) knew (c) ago
3. (a) could (b) got
4. (a) destroyed (b) there (c) like

Part 2

1. (j) 2. (b) 3. (a) 4. (f) 5. (h) 6. (g) 7. (i) 8. (e) 9. (d) 10. (c)