

EXPLORING

ENGLISH

3

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Tim Harris • Allan Rowe



Exploring English 3

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Expressing obligation
Describing an accident
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TOPICS

Directions
Nutrition
Shopping
Recipes
Your hometown

GRAMMAR

Review

FUNCTIONS

Making logical conclusions
Asking the way and giving directions
Declining invitations and making excuses
Showing concern
Taking telephone messages
Asking a favor and responding
Giving instructions

(Teacher see page x.)

GRAMMAR

Could
Present Perfect
Used to

Irregular verbs
Tapescript
Phrasal verbs
Pronunciation
Vocabulary

Preface

Exploring English is a comprehensive, six-level course for adult and young adult students of English. It teaches all four language skills—listening, speaking, reading, and writing—with an emphasis on oral communication. The course combines a strong grammar base with in-depth coverage of language functions and life skills.

Exploring English:

Teaches grammar inductively. The basic structures are introduced in context through illustrated situations and dialogues. Students use the structures in talking about the situations and re-enacting the dialogues. They encounter each structure in a variety of contexts, including practice exercises, pair work activities, and readings. This repeated exposure enables students to make reliable and useful generalizations about the language. They develop a “language sense”—a feeling for words—that carries over into their daily use of English.

Includes language functions in every chapter from beginning through advanced levels. Guided conversations, discussions, and role plays provide varied opportunities to practice asking for and giving information, expressing likes and dislikes, agreeing and disagreeing, and so on.

Develops life skills in the areas most important to students: food, clothing, transportation, work, housing, and health care. Everyday life situations provide contexts for learning basic competencies: asking directions, taking a bus, buying food, shopping for clothes, and so on. Students progress from simpler tasks, such as describing occupations at the beginning level, to interviewing for jobs and discussing problems at work at more advanced levels.

Incorporates problem solving and critical thinking in many of the lessons, especially at the intermediate and advanced levels. The stories in *Exploring English* present a cast of colorful characters who get involved in all kinds of life problems, ranging from personal relationships to work-related issues to politics. Students develop critical-thinking skills as they discuss these problems, give their opinions, and try to find solutions. These discussions also provide many opportunities for students to talk about their own lives.

Provides extensive practice in listening comprehension through illustrated situations. Students are asked to describe each illustration in their own words before listening to the accompanying story (which appears on the reverse side of the page). Then they answer questions based on the story, while looking at the illustration. The students respond to what they see and hear without referring to a text, just as they would in actual conversation.

Offers students frequent opportunities for personal expression. The emphasis throughout *Exploring English* is on communication—encouraging students to use the language to express their own ideas and feelings. Free response questions in Books 1 and 2 give students the opportunity to talk about themselves using simple, straightforward English. Every chapter in Books 3–6 has a special section,

called “One Step Further,” that includes discussion topics such as work, leisure activities, cinema, travel, dating, and marriage. Ideas for role plays are also provided to give additional opportunities for free expression. The general themes are familiar to students because they draw on material already covered in the same chapter. Role plays give students a chance to interact spontaneously—perhaps the most important level of practice in developing communication skills.

Provides continuous review and reinforcement. Each chapter concludes with a review section and every fourth chapter is devoted entirely to review, allowing students to practice newly acquired language in different combinations.

Provides exposure to key structures that students will be learning at the next level. This material, included in a special unit called “Preview,” can be introduced at any time during the course at the discretion of the teacher.

Presents attractive art that visually supports and is integral with the language being taught. Humorous and imaginative illustrations, in full color, make *Exploring English* fun for students. In addition, the richness of the art allows teachers to devise their own spin-off activities, increasing the teachability of each page.

Each volume of *Exploring English* is accompanied by a Workbook. The Workbook lessons are closely coordinated with the lessons in the Student Book. They provide additional writing practice using the same grammatical structures and vocabulary while expanding on basic functions and life skills. The activities range from sentence completion exercises to guided paragraph and composition writing.

Student Books and Workbooks include clear labels and directions for each activity. In addition, Teacher’s Resource Manuals are available for each level. These Manuals provide step-by-step guidance for teaching each page, expansion activities, and answers to the exercises. Each student page is reproduced for easy reference.

Audiocassettes for each level featuring an entertaining variety of native voices round out the series. All of the dialogues, readings, and pronunciation exercises are included on the tapes.

Chapter

1

TOPICS

Food

Music

At the park

GRAMMAR

A lot/much/many

A little/a few

FUNCTIONS

Talking about quantity

Telling a story

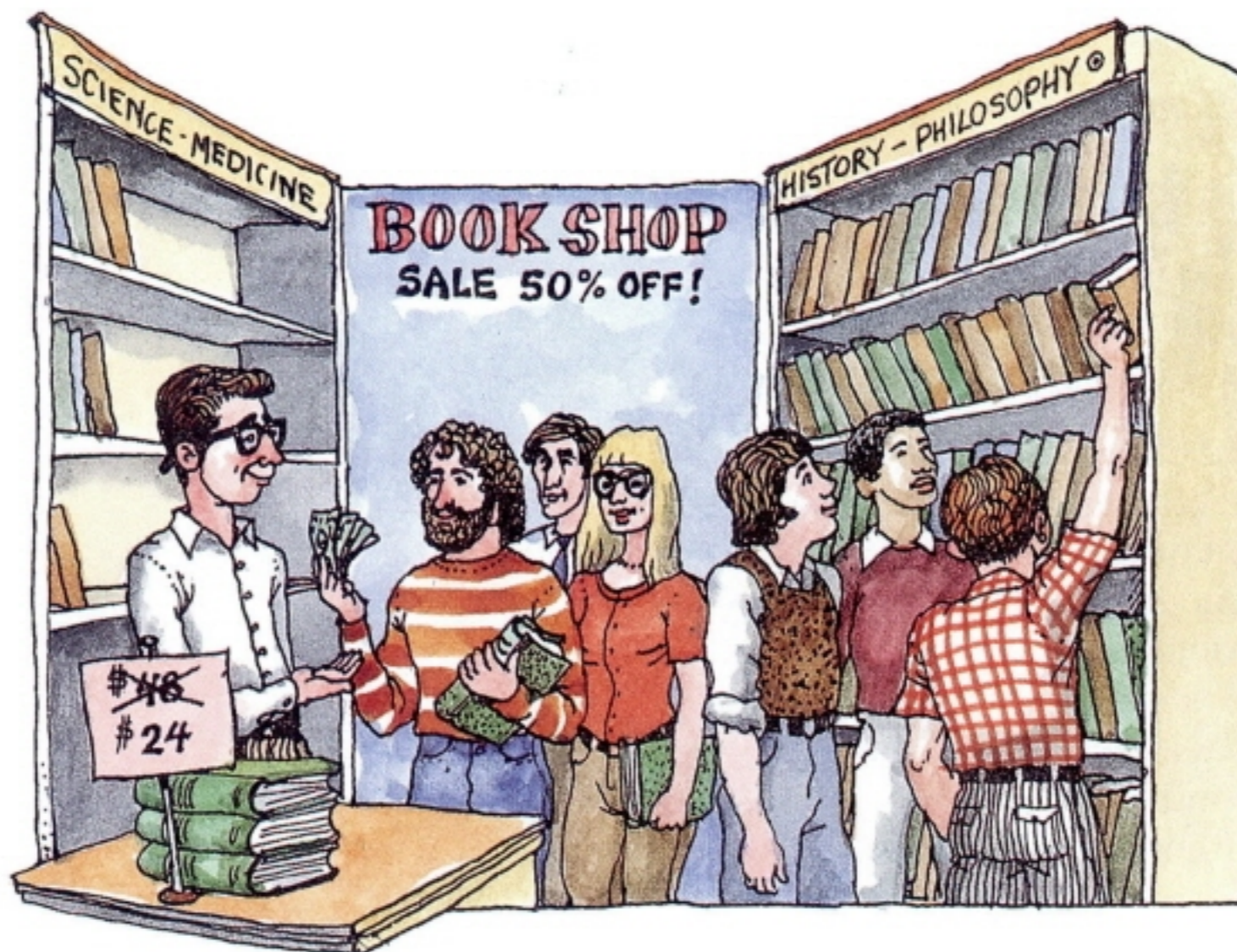
Giving opinions

WHAT'S HAPPENING HERE?

1



2



1. Talk about the pictures.
2. Listen to the stories.
3. Answer the story questions.

READING

1 Sam Brown is a shoe repairman. He has a lot of customers and a lot of work, so he never has much free time. Sam works hard and repairs a lot of shoes, but he doesn't make much money. That's because his prices are very low. Sam doesn't think money is very important.

1. What is Sam's job?
2. Does he have much work?
3. What about free time?
4. Does Sam make much money?
5. Are his prices high or low?
6. Does Sam think money is important?

2 Johnnie Wilson is the owner of a bookshop. He has a lot of books on history and philosophy, but not many books on science or medicine. Normally, Johnnie doesn't have many customers because his books are very expensive. But today he's having a sale and there are a lot of people in his shop.

1. What kind of shop does Johnnie have?
2. Does he have many books on history and philosophy?
3. What about science and medicine?
4. Does Johnnie normally have many customers?
5. What about today?

QUANTIFIERS: Affirmative

Johnnie has a lot of books.

_____ magazines.

_____ postcards.

_____ paper.

PRACTICE • Make sentences with *a lot of*.

Dr. Pasto is very popular.


He has a lot of friends.

He speaks nine languages.

He speaks a lot of languages.

1. He has a dozen dictionaries.
2. He collects hundreds of butterflies.
3. He often drinks tea.
4. Mr. Bascomb has fourteen employees.
5. He's a rich man.
6. He knows everyone in town.
7. He has a large library.
8. Jimmy and Linda are very popular.
9. They often buy magazines.

CONVERSATIONS

 Listen and practice.

MR. BASCOMB: My shoes look good, Sam.

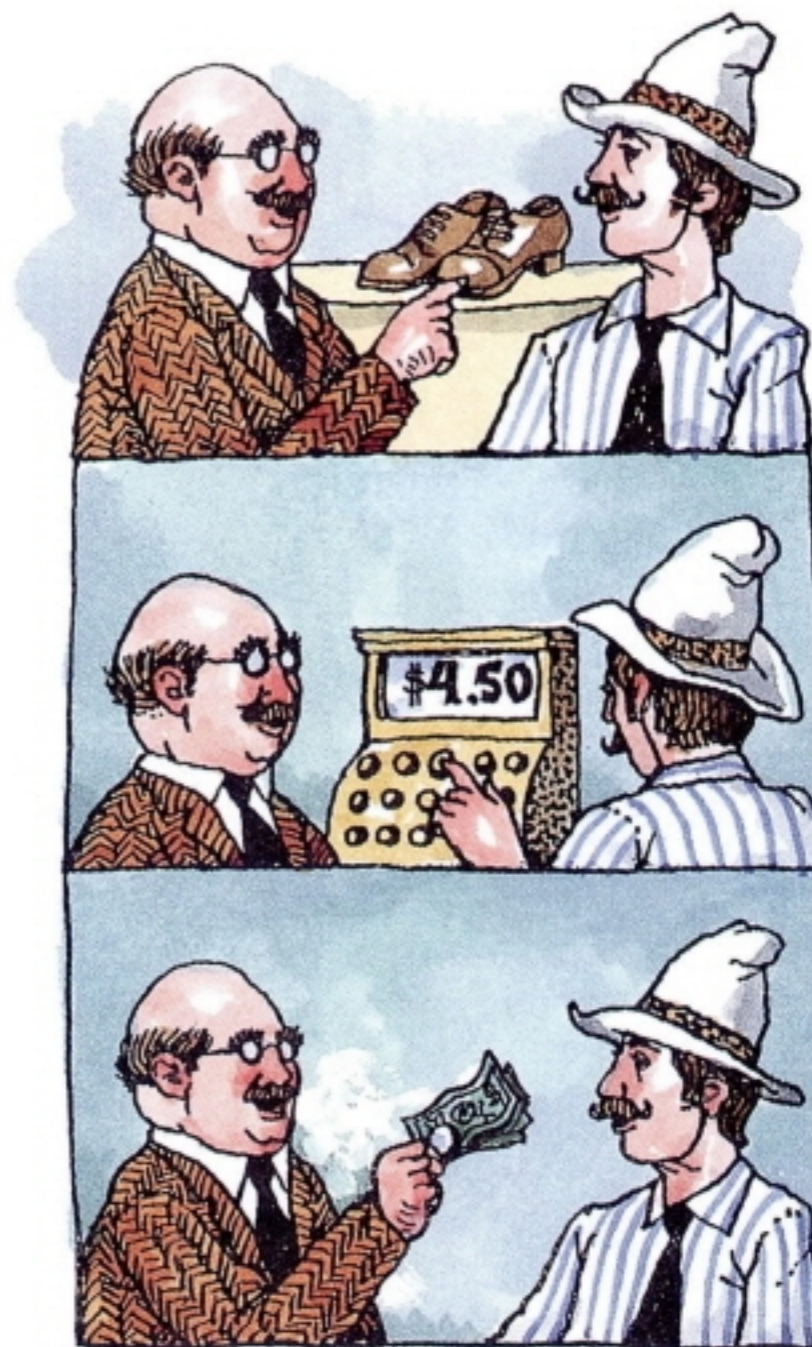
SAM BROWN: Thank you, Mr. Bascomb.

MR. BASCOMB: How much money do I owe you?

SAM BROWN: Four dollars and fifty cents.

MR. BASCOMB: That isn't much.

SAM BROWN: It's a lot of money for some people.



JIMMY: I saw Bonnie yesterday. She didn't look very well.

LINDA: She has a lot of problems, Jimmy.

JIMMY: Does Bonnie have many friends?

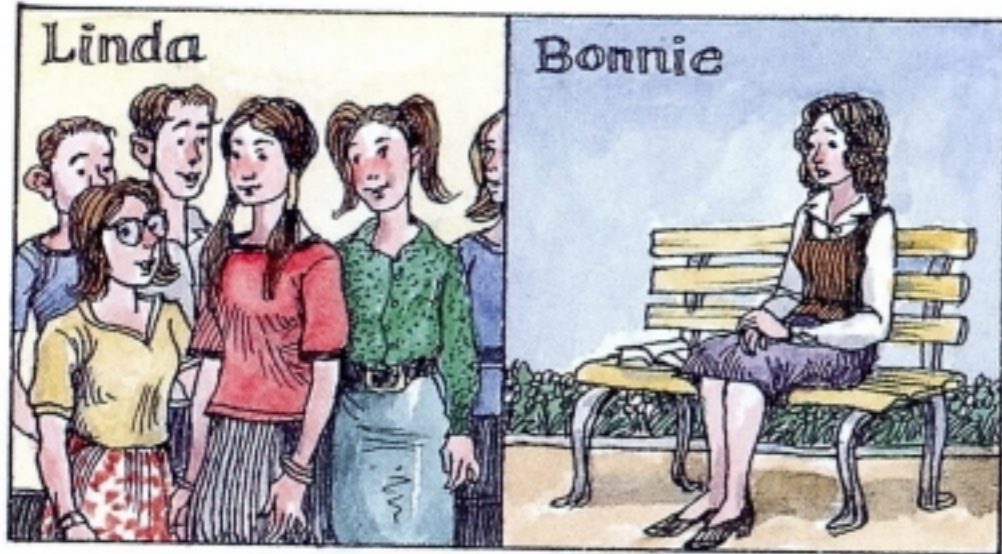
LINDA: No, she doesn't have very many.

JIMMY: Does she ever go out and have fun?

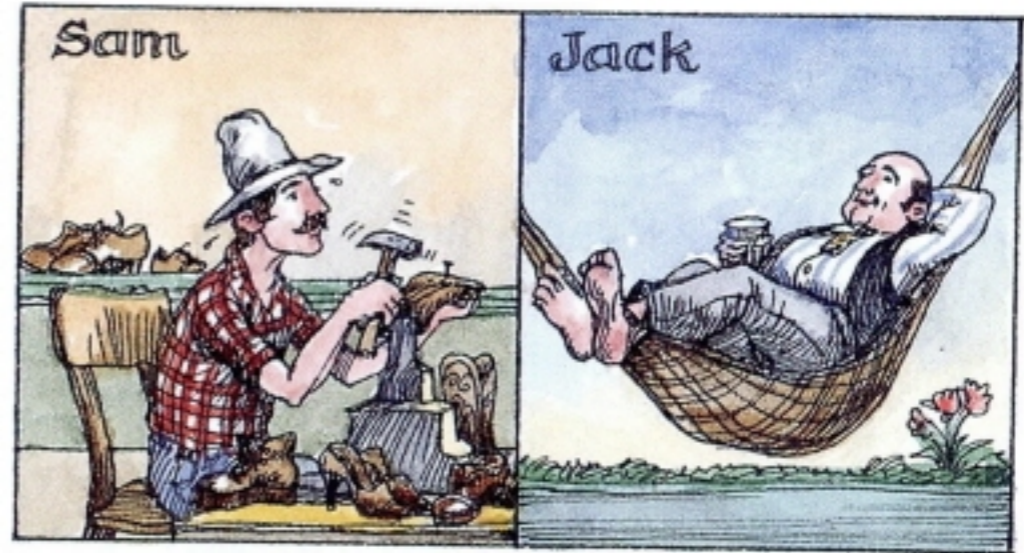
LINDA: No, not very often. It's a shame.



PAIR WORK • Ask and answer questions about the pictures.



1. friends
 A: Does Linda have many friends?
 B: Yes, she does. (She has a lot of friends.)
 A: Does Bonnie have many friends?
 B: No, she doesn't.



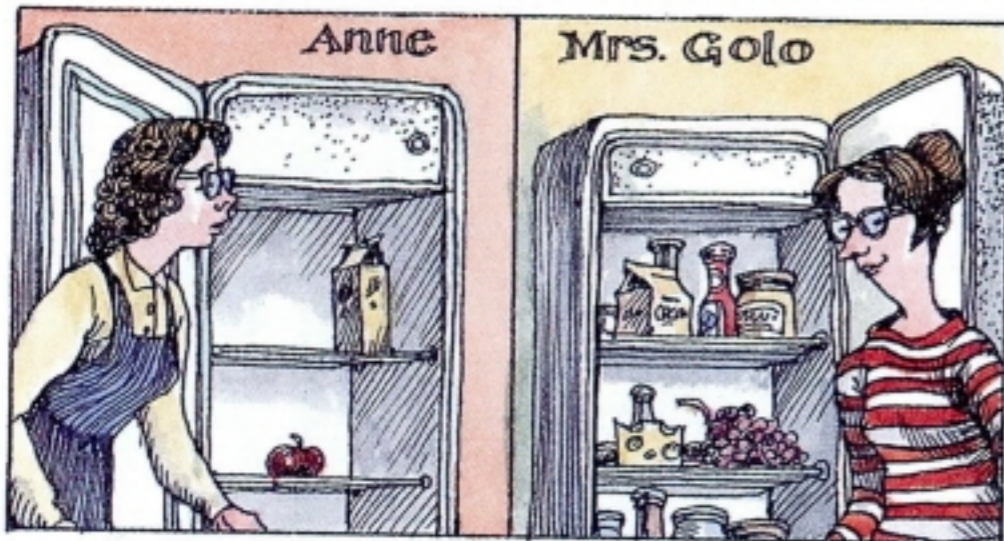
2. free time
 A: Does Sam have much free time?
 B: No, he doesn't.
 A: Does Jack have much free time?
 B: Yes, he does. (He has a lot of free time.)



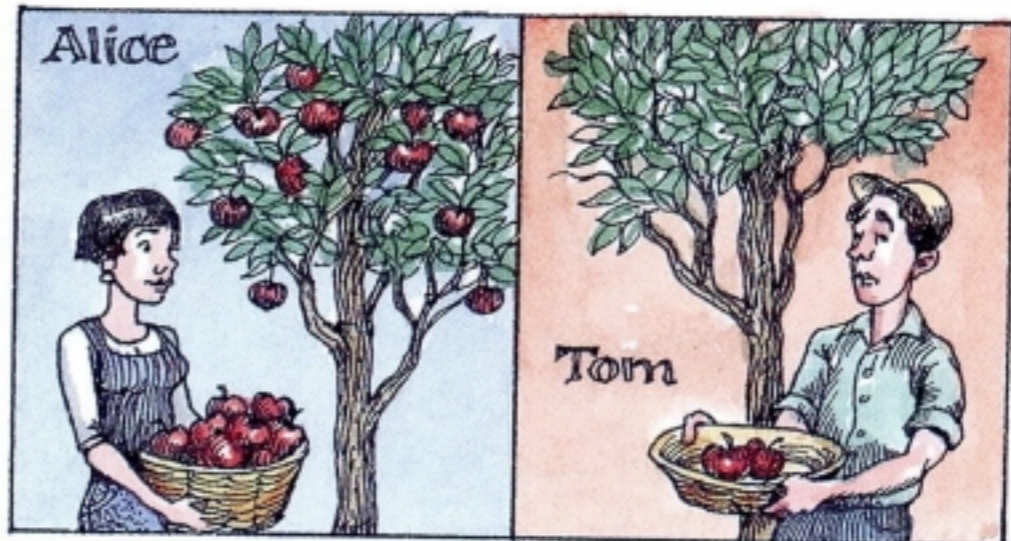
3. customers



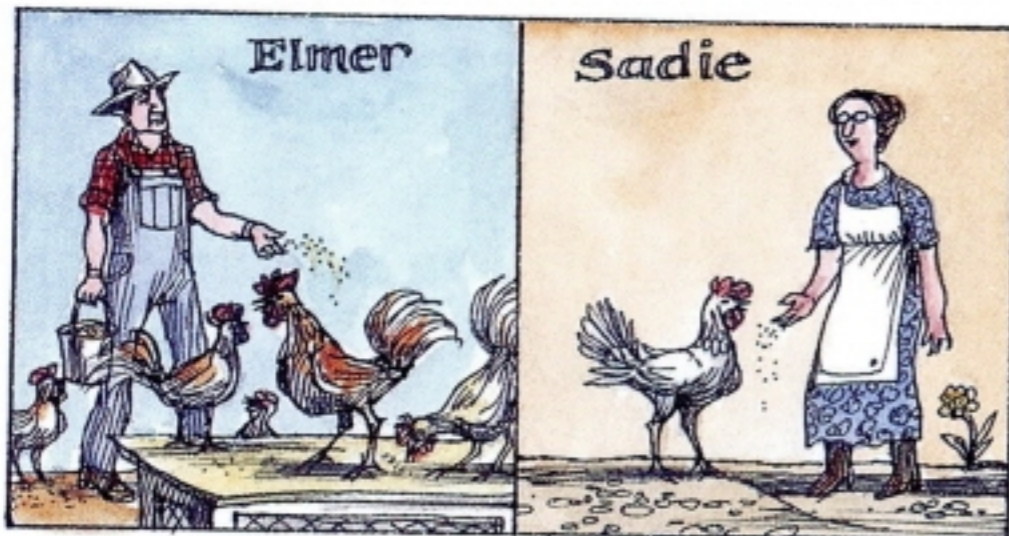
4. money



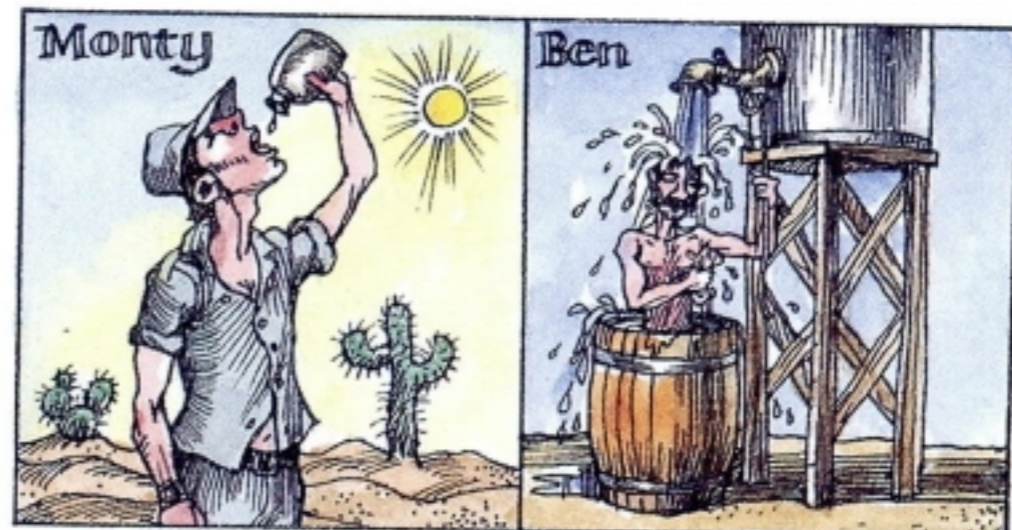
5. food



6. apples



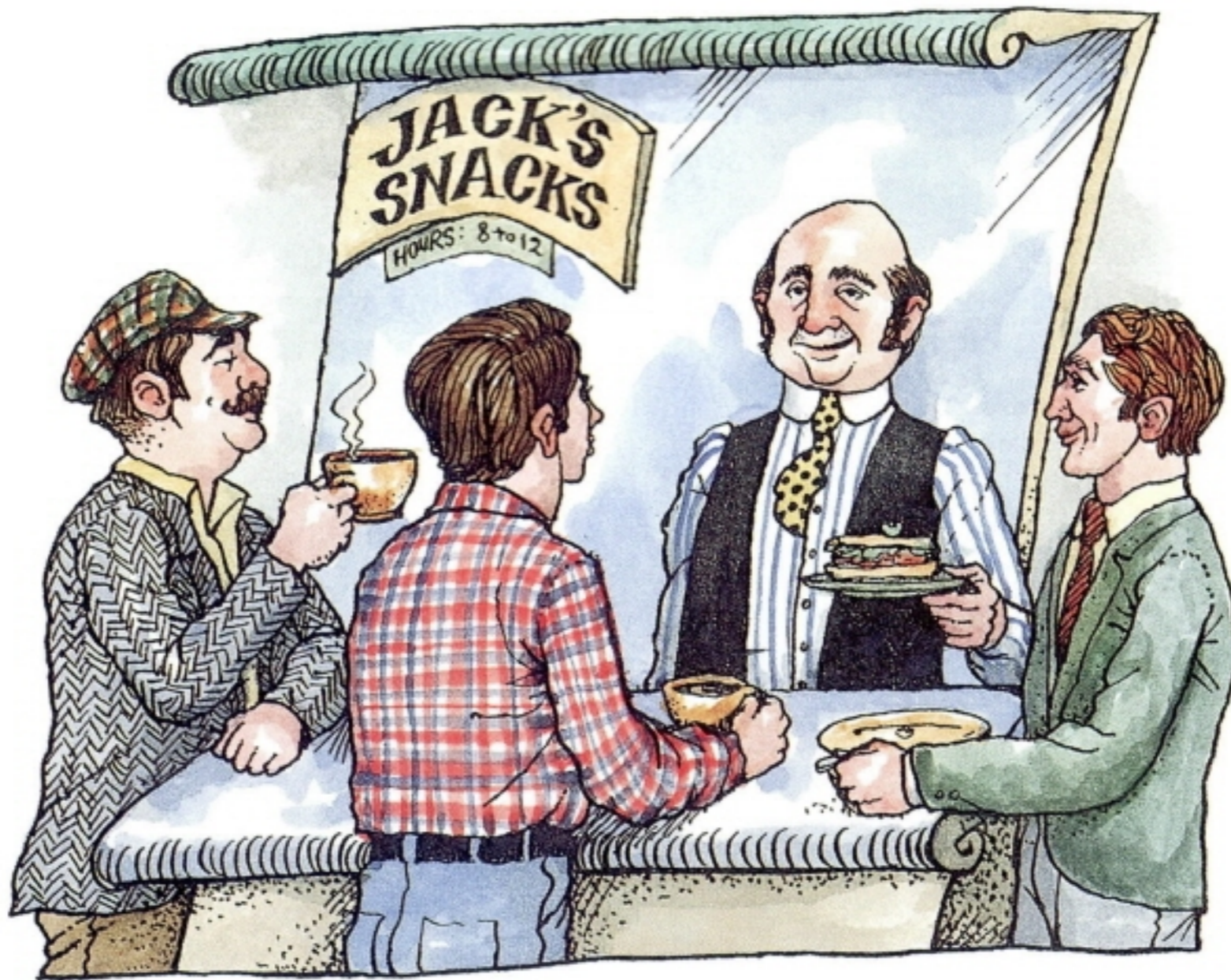
7. chickens



8. water

WHAT'S HAPPENING HERE?

1



2



1. Talk about the pictures.
2. Listen to the stories.
3. Answer the story questions.

READING

1 Jack Grubb is the owner of a popular snack bar. He's a good guy, but he's lazy. He works only a few hours a day. Jack usually has a lot of customers, but tonight there's a football game and a lot of his regular customers went to see it. There are only a few people in Jack's snack bar at the moment.

1. Who's the man behind the counter?
2. Is he the owner of a restaurant or a snack bar?
3. Does he work hard?
4. Does he usually have many customers?
5. What about tonight?
6. Where did Jack's regular customers go?

2 Barbara and Tino are having breakfast at Joe's Coffee Shop. Tino has a big appetite, and he's eating a lot this morning. He's having bacon and eggs, three slices of bread, a cup of coffee, and an apple. Barbara isn't very hungry. She's only having some coffee for breakfast. She likes her coffee with a little sugar.

1. Where are Barbara and Tino having breakfast?
2. How much is Tino eating?
3. What's he having this morning?
4. Is Barbara hungry?
5. What's she having for breakfast?
6. How does she like her coffee?

COUNTABLES

Jack is talking to a few customers.

_____ friends.
_____ people.
_____ men.

UNCOUNTABLES

She likes her coffee with a little sugar.

_____ cream.
_____ milk.

PRACTICE • Make sentences using *a little* and *a few*.

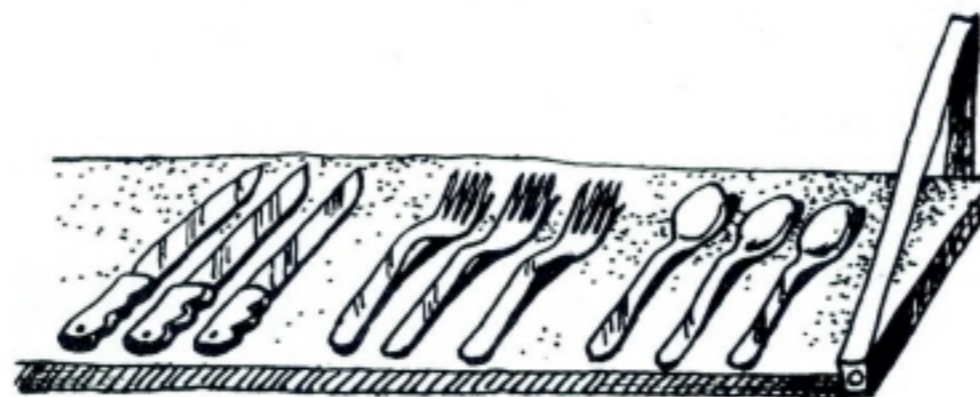
knives

There are a few knives on the shelf.

flour

There's a little flour on the shelf.

1. sugar
2. glasses
3. dishes
4. coffee
5. tea
6. bottles
7. jam
8. forks
9. spoons




knives
(knife)

forks
(fork)

spoons
(spoon)

CONVERSATION

 Listen and practice.

JENNY: You're doing a good job, Marty.

MARTY: Thanks, Jenny. Can you give me a little help?

JENNY: Sure. Do you have another brush?



MARTY: Yes. Here's a brush and a bucket of paint.

JENNY: Marty, there's only a little paint left in the bucket.



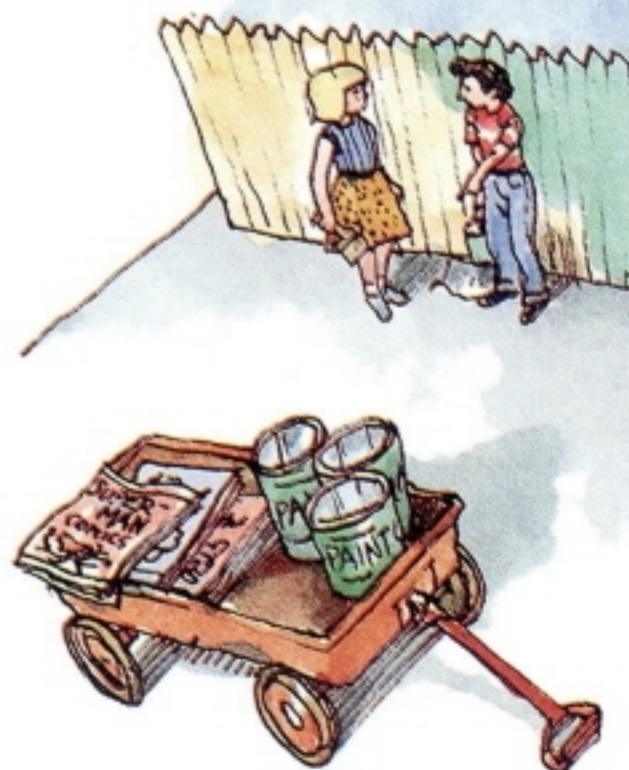
MARTY: Don't worry. There's more paint in the wagon.

JENNY: What else do you have in the wagon?

MARTY: Just some old comic books.

JENNY: Can I borrow a few of your comic books?

MARTY: OK, but take only a few. I don't have very many.



JENNY: Gee, these are really good! I like this story about Superman.

MARTY: Jenny, are you going to help me or not?

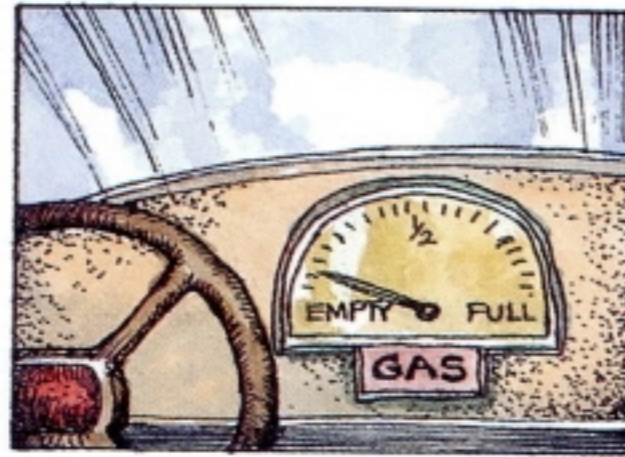
JENNY: Sure, but I can stay only a few more minutes. My mother is waiting for me.



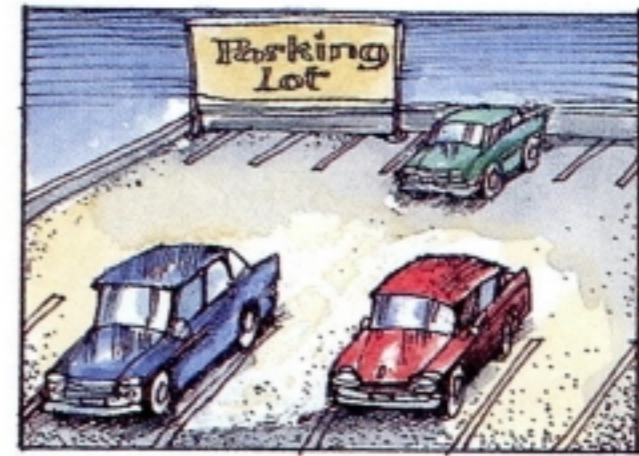
PRACTICE • Describe these pictures using *a lot of*, *only a little*, and *only a few*.



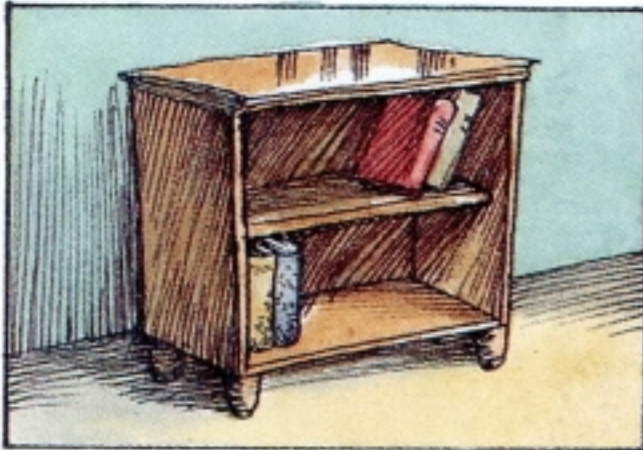
1. letters/mail box
There are a lot of letters in the mail box.



2. gas/tank
There's only a little gas in the tank.



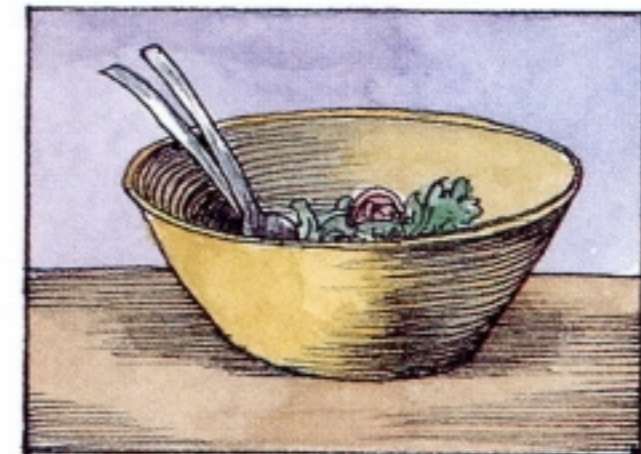
3. cars/parking lot
There are only a few cars in the parking lot.



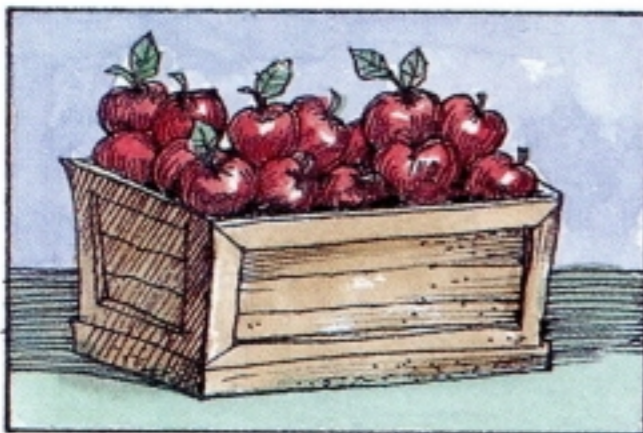
4. books/bookcase



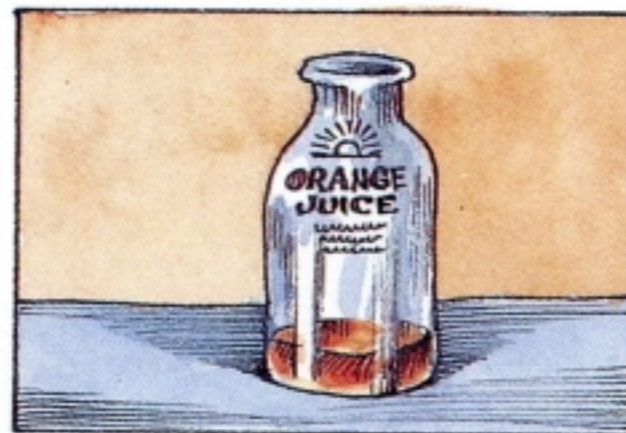
5. coffee/pot



6. salad/bowl



7. apples/box



8. orange juice/bottle



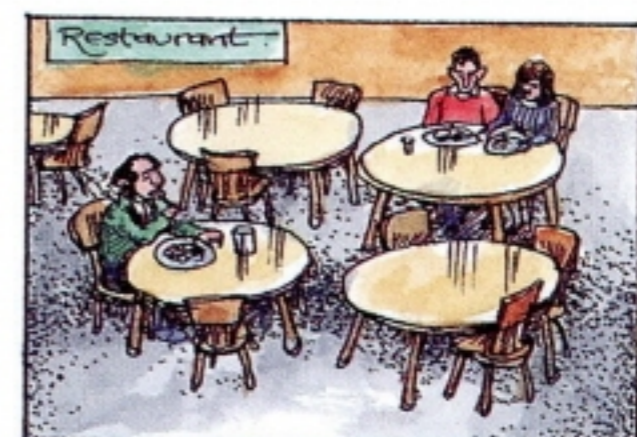
9. cherries/dish



10. lemonade/pitcher



11. ice cream/carton



12. people/restaurant

PAIR WORK • Ask and answer questions about the pictures.

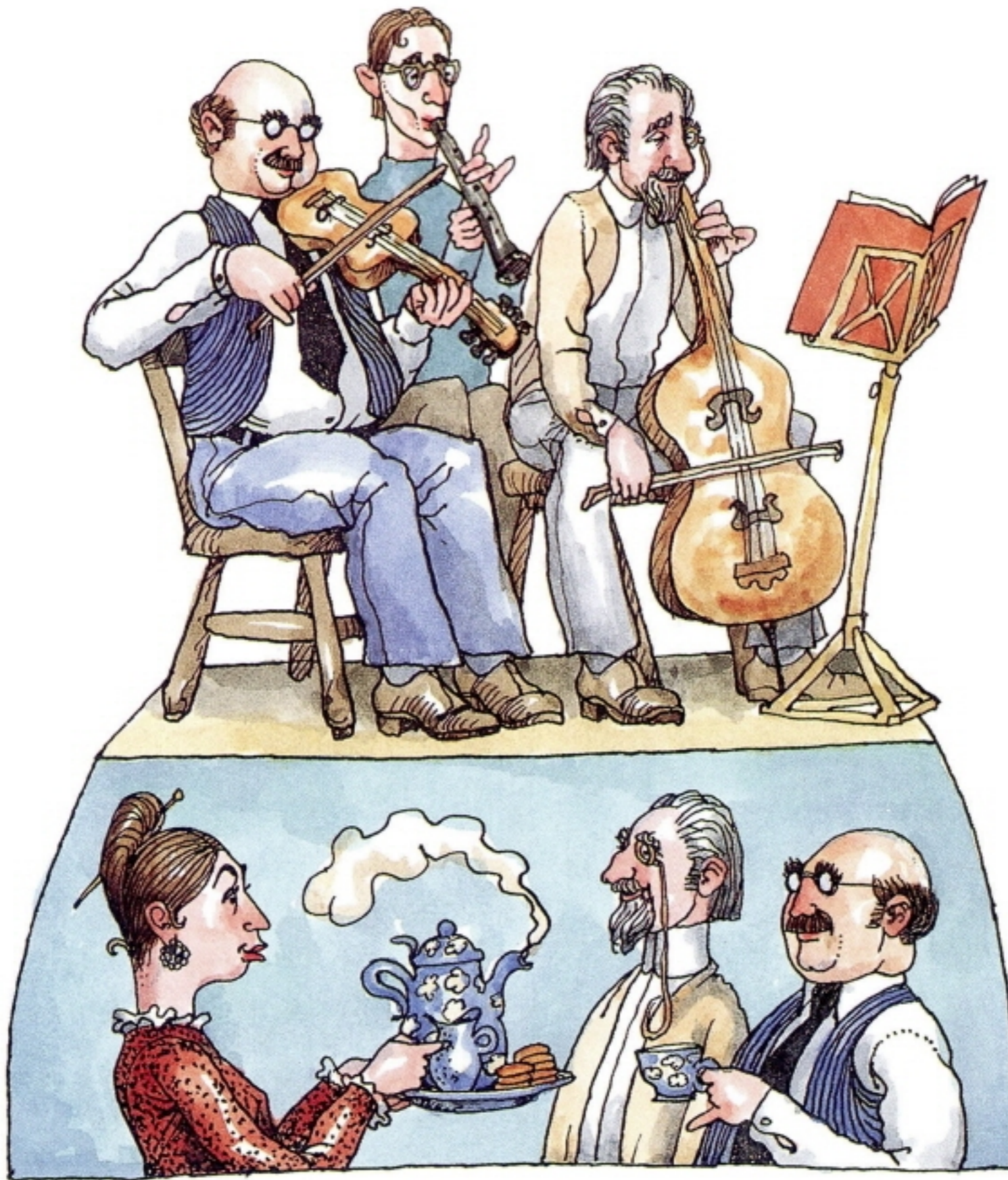
1. letters/mail box
 A: **How many letters are in the mail box?**
 B: **A lot.**

2. gas/tank
 A: **How much gas is in the tank?**
 B: **Just a little.**

3. cars/parking lot
 A: **How many cars are in the parking lot?**
 B: **Just a few.**



REVIEW SECTION READING



Mr. Bascomb is a good musician. He can play the piano and the violin. He loves classical music and plays a lot of compositions by Mozart. On Saturday afternoons, he practices with his friends. They play well together, but they don't have much time for their music. They're all busy people. At the moment, Mrs. Bascomb is serving them tea and cookies.

"Do you want a little milk with your tea, Dr. Pasto?"

"Yes, please, Mrs. Bascomb."

"How many times are you going to play the same music?"

"We're going to play it a lot," says Mr. Bascomb. "Practice makes perfect."

Mrs. Bascomb has an unhappy look on her face. "Why don't you play something different?"

"Good idea," says Dr. Pasto. "How about a little jazz?"

"I don't care much for jazz," says Mr. Bascomb. "But it's better than rock. Anything's better than rock."

"Don't be a snob, dear," says Mrs. Bascomb.

Dr. Pasto smiles. "In my opinion, there are only two kinds of music — good music and bad music."

"I agree," says Mr. Bascomb. "Classical music is good — and everything else is bad."

STORY QUESTIONS

1. Is Mr. Bascomb a good musician?
2. What instruments can he play?
3. What kind of music does he like?
4. What does Mr. Bascomb do on Saturday afternoons?
5. Do Mr. Bascomb and his friends have much time for their music? Why not?
6. What is Mrs. Bascomb serving them?
7. Why is she unhappy?
8. Do you think Mr. Bascomb is a snob? Why?
9. What is Dr. Pasto's opinion about music?
10. What does Mr. Bascomb say?
11. What do you think?

PRACTICE • Describe what's in the refrigerator using **a lot of**, **only a little**, and **only a few**.

milk

There's a lot of milk in the refrigerator.

orange juice

There's only a little orange juice in the refrigerator.

carrots

There are only a few carrots in the refrigerator.

1. ham
2. tomatoes
3. cake
4. ice cream
5. apples
6. pears
7. eggs
8. butter



FREE RESPONSE

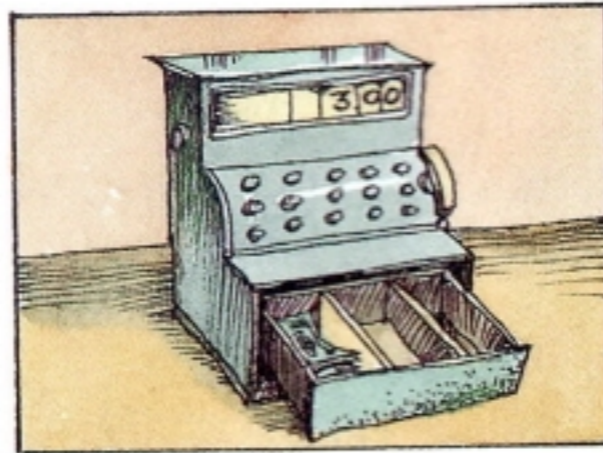
1. What do you have in your refrigerator?
2. How often do you go to the market?
3. Do you always make a shopping list?
4. What kind of food do you like?
5. Do you eat much fruit? vegetables?
6. What do you usually have for breakfast?
7. What kind of desserts do you like?
8. How often do you eat out?
9. What's your favorite restaurant?

GROUP WORK • You and your friends have thirty dollars to buy some food for dinner. What kind of food are you going to buy? Talk about it and make a shopping list.

PRACTICE • Make a sentence for each picture using *a lot of*, *much*, and *many*.



1. people/bus stop
There are a lot of people at the bus stop.



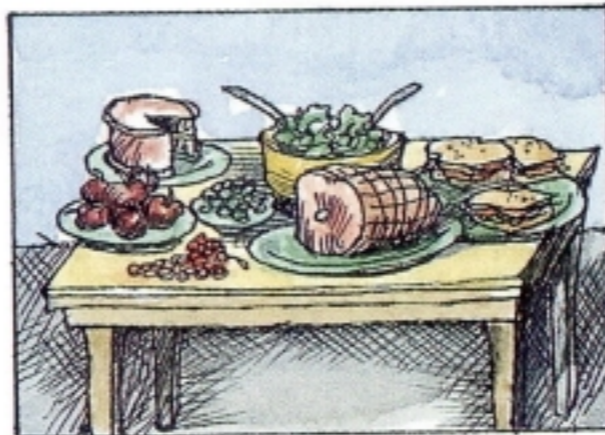
2. money/cash register
There isn't much money in the cash register.



3. cookies/plate
There aren't many cookies on the plate.



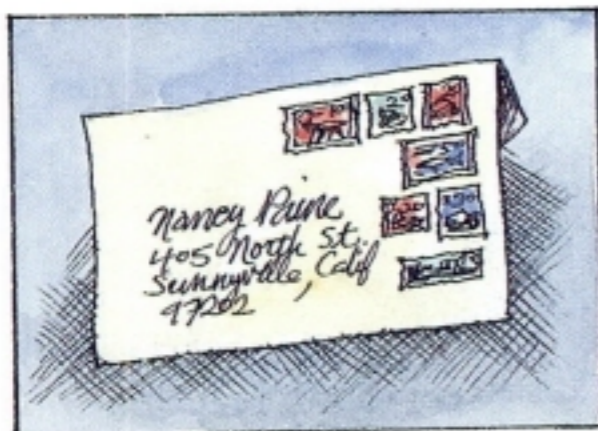
4. mustard/jar



5. food/table



6. people/party



7. stamps/envelope



8. eggs/basket



9. soup/pot



10. people/meeting



11. magazines/desk



12. perfume/bottle

PAIR WORK • Ask and answer questions about the pictures.

1. people/bus stop
A: How many people are at the bus stop?
B: A lot.

2. money/cash register
A: How much money is in the cash register?
B: Just a little.

3. cookies/plate
A: How many cookies are on the plate?
B: Just a few.

PAIR WORK 1 • Ask and answer questions.

write/letters

A: **Do you write many letters?**

B: **Yes, I write a lot of letters.**

OR **No, I don't write many letters. (I write very few letters.)**

have/free time

A: **Do you have much free time?**

B: **Yes, I have a lot of free time.**

OR **No, I don't have much free time. (I have very little free time.)**

- | | | |
|---------------|----------------|-----------------------------|
| 1. have/work | 5. do/homework | 9. drink/milk |
| 2. have/fun | 6. get/letters | 10. play/sports |
| 3. see/movies | 7. buy/food | 11. meet/interesting people |
| 4. read/books | 8. eat/fruit | 12. know/artists |

PAIR WORK 2 • Ask and answer questions.

1. a pencil

A: **How much is a pencil?**

B: **About fifty cents.**



1. a pencil



2. a light bulb



3. a cup of coffee



4. a loaf of bread



5. a comb



6. a toothbrush



7. an apple



8. an ice cream cone



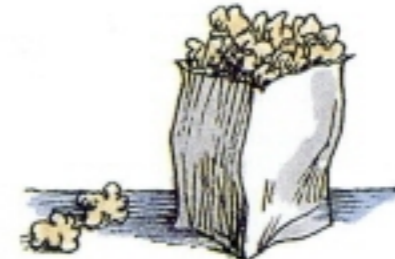
9. a newspaper



10. an umbrella



11. a bag of peanuts



12. a bag of popcorn

FREE RESPONSE

1. Are you enjoying your English class?
2. How do you come to class?
3. Are you living with your family?
4. How many brothers and sisters do you have? What do they do?
5. What do you and your friends like to do when you're together?
6. What did you do yesterday? Did you have a good time?
7. What time did you go to bed last night? Did you sleep well?
8. When did you leave your home this morning? Did you take the bus?
9. What are you going to do tonight? this weekend?

CARTOON STORY

JIMMY AND BONNIE AND THE ORGAN GRINDER



GROUP WORK • Tell the story of Jimmy and Bonnie and the organ grinder. One student describes the first picture, another student describes the second picture, and so on. For example:

Student A: **Jimmy is walking in the park. He looks happy. It's a beautiful day.**

COMPOSITION • Write a short composition about Jimmy and Bonnie. Give some details. What kind of day is it? Is Jimmy in a good mood? What about Bonnie?

PAIR WORK • Ask and answer questions about the pictures.



1. Bonnie (make-made)

A: **Why is Bonnie happy?**

B: **She's happy because she made a new friend.**



2. Fred (find-found)



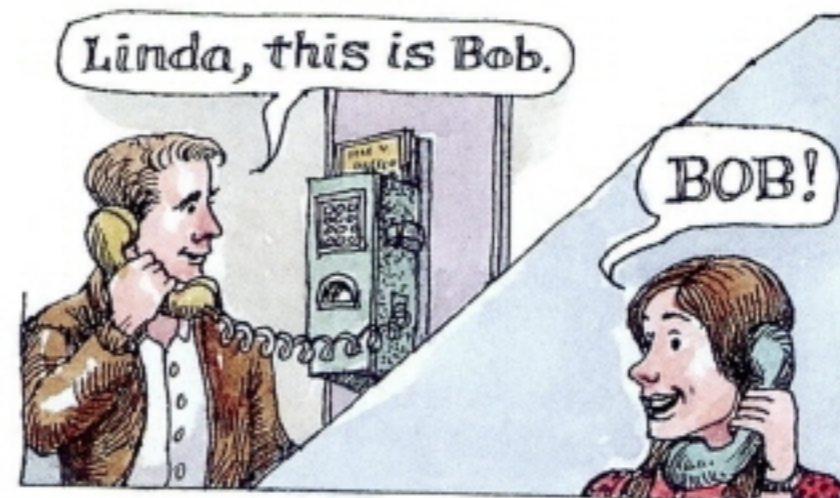
3. Marty (catch-caught)



4. Stanley (sell-sold)



5. Barbara (bring-brought)



6. Linda (call-called)



7. Jenny (get-got)



8. Jimmy (win-won)



Classical



Jazz



Rock



Country

TALKING ABOUT MUSIC

1. What kind of music do you like?
2. Do you play a musical instrument?
3. Who's your favorite singer?
4. What's your favorite group?
5. What kind of music is popular in your country?
6. What kind of music is good for dancing?
7. Where is a good place to hear music in your city?

GROUP WORK • *Talk about music with other students in your class.*

COMPOSITION • *Write about a famous singer, musician, or musical group. Why are they popular? Describe their music.*

GRAMMAR SUMMARY

QUANTIFIERS: Affirmative		
He has	a lot of	money. friends.

Negative	
He doesn't have	much money. many friends.

Interrogative	
Does he have	much money? many friends?

COUNTABLES AND UNCOUNTABLES					
They have	a lot of	sugar. oranges.	They have	a little sugar. a few oranges.	

HOW MUCH/HOW MANY	
How much sugar	do they have?
How many oranges	