1. Defining tasks

Tasks are activities where the target language is used by the learner for communicative purposes (goal) in order to achieve an outcome.

2. Varieties of tasks

1) Listing
2) Ordering and sorting
3) Comparing
4) Problem solving
5) Sharing personal experiences
6) Creative tasks

3. How to use this book

1) Information gap activities

In the information gap activities, students work in pairs to exchange information about such things as prices, transportation, schedules, and family relationships. Each of the activities requires students to obtain information that only their parents have. This mirrors authentic communication where the speaker asking the question cannot predict the answer.

2) Story with pictures

These exercises focus on connecting oral language to pictures. First, student A tells the story while student B numbers the pictures in the order. After numbering, each group makes the whole story and then plays the games which puts the language into real-life situations. So the teacher encourages cooperation and helps students develop the skill of completing a task on their own.
Lesson 2

1. How Much?

(Student A)

Step 1. Answer your partner’s questions about the prices of these things.

Help!

A: Are ________________ on sale?
B: Yes, they are.
A: How much are they?
B: They’re ________________.
A: How much were they before?
B: They were ________________.

Step 2. Ask your partner the prices of these things. Write the regular price and the sale price.

- Refrigerator: Reg $1,579.93, Sale $1,069.83
- Microwave: Reg $569.93, Sale $379.83
- Camera: Reg $709.93, Sale $559.83
- Iron: Reg $79.93, Sale $41.83
- Television: Reg __, Sale __
- VCR: Reg __, Sale __
- Radio: Reg __, Sale __
- Fan: Reg __, Sale __
Student B

Step 1. Ask your partner about the prices of these things. Write the regular price and the sale price.

A: Are ________________ on sale?
B: Yes, they are.
A: How much are they?
B: They’re ________________
A: How much were they before?
B: They were ________________.

Step 2. Answer your partner’s questions about the prices of these things.

- Refrigerator: Reg $200, Sale $150
- Coffee maker: Reg $50, Sale $40
- Camera: Reg $150, Sale $120
- Iron: Reg $50, Sale $40
- TV: Reg $500, Sale $400
- Fan: Reg $100, Sale $80
- Cassette player: Reg $50, Sale $40
- VTR: Reg $300, Sale $250
Lesson 2

2. Sunday Schedule

Student A

Step 1. Ask your partner questions about your partner's schedule for last Sunday. Write the answers.

A: What did you do at _____?
B: I __________.
A: What time did you _____?
B: I _____ at __________.

_____ 's Sunday Schedule

get up

have breakfast

have lunch

have dinner

go to bed

Step 2. Make your own schedule for last Sunday and answer your partner's questions.

My Sunday Schedule

get up

have breakfast

have lunch

have dinner

go to bed
**Student B**

**Step 1.** Make your own schedule for last Sunday and answer your partner's questions.

A: What did you do at _____?
B: I ________

A: What time did you _____?
B: I _____ at _________

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**My Sunday Schedule**

- get up
- have breakfast
- have lunch
- have dinner
- go to bed

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**Step 2.** Ask your partner questions about your partner's schedule for last Sunday. Write the answers.

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### Lesson 2

#### 3. The Proposal

**Student A**

**Step 1.** Read your script by alternating lines. Ask your partner for the appropriate information to fill in the blanks.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My little ________, have I ever told you how much I love you?</td>
</tr>
<tr>
<td>3.</td>
<td>I have a very ________ question to ask you.</td>
</tr>
<tr>
<td>5.</td>
<td>Will you...? Will you...?</td>
</tr>
<tr>
<td>7.</td>
<td>________ heart, you know, we've been dating for ________ years now.</td>
</tr>
<tr>
<td>9.</td>
<td>Do you remember our first date?</td>
</tr>
<tr>
<td>11.</td>
<td>Didn't we ________ all evening?</td>
</tr>
<tr>
<td>13.</td>
<td>Yes. That's when I fell in love with you.</td>
</tr>
<tr>
<td>15.</td>
<td>Yes, we had that________ ________.</td>
</tr>
<tr>
<td>17.</td>
<td>That's right. Oh darling, will you...?</td>
</tr>
<tr>
<td>19.</td>
<td>Will you marry me?</td>
</tr>
<tr>
<td>21.</td>
<td>What?</td>
</tr>
<tr>
<td>23.</td>
<td>You will? Oh, I'm so ________!</td>
</tr>
</tbody>
</table>
Student B

Step 1. Read your script by alternating lines. Ask your partner for the appropriate information to fill in the blanks.

2. Yes my little ________. And I love you too.
4. Oh? What is it?
6. Come on. What is it my little ________?
8. Really, I thought it was ________ years.
10. I’Il never forget. We went to the ________.
12. Yes, and after that didn’t we ________ till morning?
14. And do you remember when we went to ________?
16. I remember. That was the first time you touched my ________.
18. I don’t have all day! What is it?
20. ____________!
22. Just kidding. Of course, you silly little _________. I’ll marry you.
24. Me too.
4. Bus Map

**Student A**

**Step 1.** Ask your partner if the buses below go to these places. Write yes or no in the blank next to each bus number. Use this conversation:

A : Does bus number ___________ go __________?

B : Yes, it does. / No, it doesn’t

1. ______ #21 - to the ferry terminal
2. ______ #47 - to the public library
3. ______ #21 - to the zoo
4. ______ #47 - to General Hospital
5. ______ #5 - to the beach
6. ______ #21 - to City Hall

**Step 2.** Listen to your partner’s questions about the buses. Look at the map below and answer the questions. Use the conversation above.

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Lesson 2

Student B

Step 1. Listen to your partner’s questions about the buses. Look at the map below and answer the questions. Use this conversation:

A : Does bus number ___________ go ____?  
B : Yes, it does. / No, it doesn’t

Step 2. Ask your partner if the buses below go to these places. Write yes or no in the blank next to each bus number. Use the conversation above.

1. ____ #43 - to City Hall
2. ____ #27 - to State University
3. ____ #1 - to City College
4. ____ #43 - to the concert hall
5. ____ #38 - to Union Square
6. ____ #43 - to the art museum
5. The city

Student A

Step 1. Look at the crossword puzzle below. All of the answers are related to the city. Ask each other in turn for a hint for each word. Make your own hints and give them to your partner.
Student B

Step 1. Look at the crossword puzzle below. All of the answers are related to the city. Ask each other in turn for a hint for each word. Make your own hints and give them to your partner.
6. Draw a Star

**Student A**

**Step 1.** Look at the picture below. Tell your partner where to draw something in each box. Use this instruction: Number _____.

Draw _____ on the left/on the right.

**Step 2.** Listen to your partner and draw something in each box.
Lesson 2

Student B

Step 1. Listen to your partner and draw something in each box.

Step 2. Look at the picture below. Tell your partner where to draw something in each box. Use this instruction: Number _______. Draw _______ on the left/on the right.
7. Go on a Picnic

Student A

Step 1. Don’t show your picture to your partner. Describe your pictures to each other and find as many differences as possible between the two pictures.

Park scene A

There are ten differences

Differences

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.
Student B

Step 1. Don’t show your picture to your partner. Describe your pictures to each other and find as many differences as possible between the two pictures.

Park scene B

Differences
1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Lesson 2

8. Grocery Shopping

Student A

Step 1. Talk about the pictures to your partner.

Help! a bag of rice, a can of soup, a box of tea, a jar of coffee, cashier.
a carton of eggs, a bottle of juice, pick up, pay for, shopping cart.

Step 2. Then make a story with your partner and tell the story.
Step 1. Number the pictures in order.

Step 2. Then make a story with your partner and tell the story.
Step 3. SHOPPING GAME. Look at the words on the board. Circle the words you don’t know. Ask the meaning.

Play with a partner. One is A. One is B. Take turns. Throw one of the dice. Move your marker. Ask and answer the price. Player A: Write the food name and price in Box A. Player B: Write the food name and price in Box B. At the checkout counter, add the prices.
9. House on Fire

Student A

Step 1. Talk about the pictures to your partner.

- Help!
  - sleep upstairs, smell smoke, run downstairs, drops s.t. out the window,
  - climbs out the window

Step 2. Then make a story with your partner and tell the story.
Lesson 2

Step 1. Number the pictures in order.

Step 2. Then make a story with your partner and tell the story.
Step 3. What do you save? Number your choices in order. / is the most important. Talk about your choices with your partner.
10. Pickles

Student A

Step 1. Number the pictures in order.

Step 2. Then make a story with your partner and tell the story.
Step 1. Talk about the pictures. Then listen to the story.

Step 2. Then make a story with your partner and tell the story.

Help!

- take out, manager, taste, spite out, pay for, a jar of pickles
Step 3. SUPERMARKET GAME. Play with a partner. Your partner is B. You are A. A Begins. Look at your shopping list. Where is the fish? Ask your partner. Listen to the answer. Write the answer. Then listen to your partner’s question. Answer your partner.

A: Excuse me. Where is the fish?  
B: In Aisle 3A.

SUPERMARKET GAME. Play with a partner. Your partner is A. You are B. A Begins. Look at your supermarket. Listen to your partner’s question. Answer your partner. Then look at your shopping list. Where is the chicken? Ask your partner. Listen to the answer. Write the answer. Continue with other items.

A: Excuse me. Where is the chicken?  
B: In Aisle 2B.