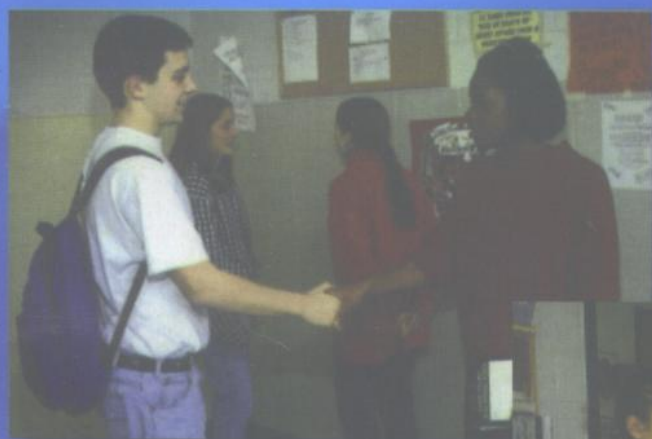# COMMUNICATOR I

交际英语教程

[美] S.J.莫林斯基 B.布利斯 著

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COMMUNICATOR I

The Comprehensive Course in Functional English

交 际 英 语 教 程

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S.J. 莫林斯基 B. 布利斯 著

李占瑞 苏均塘 译注

DW23/30

Communicator is a functional English course for adult and secondary school learners of English. It is intended for students who have been exposed to the essentials of intermediate-level grammar and who have already mastered the usage of English for everyday life situations. The text builds upon and reinforces this foundation and prepares students for higher-level language skills required for effective interpersonal communication. *Communicator* is organized functionally and incorporates integrated coverage of grammar and topics.

The Dimensions of Communication: Function, Form, and Content

Communicator provides dynamic, communicative practice that involves students in lively interactions based on the content of real-life contexts and situations. Every lesson offers students simultaneous practice with one or more functions, the grammatical forms needed to express those functions competently, and the contexts and situations in which the functions and grammar are used. This "tri-dimensional clustering" of function, form, and content is the organizing principle behind each lesson and the cornerstone of the *Communicator* approach to functional syllabus design. *Communicator* offers students broad exposure to uses of language in a variety of relevant contexts: in community, academic, employment, home, and social settings. The text gives students practice using a variety of registers; from the formal language someone might use in a job interview, with a customer, or when speaking to an authority figure; to the informal language someone would use when talking with family members, co-workers, or friends.

A special feature of the course is the treatment of discourse strategies — initiating conversations and topics, interrupting, hesitating, asking for clarification, and other conversation skills.

An Overview

Chapter-Opening Photos

Each chapter-opening page features two photographs of situations that depict key functions presented in the chapter. Students make predictions about who the people are and what they might be saying to each other. In this way, students have the opportunity to share what they already know and to relate the chapter's content to their own lives and experiences.

Guided Conversations

Guided conversations are the dialogs and exercises that are the central learning devices in *Communicator*. Each lesson begins with a model guided conversation that illustrates the use of one or more functions and the structures they require, all in the context of a meaningful exchange of communication. Key functional expressions in the models are in bold-face type and are footnoted, referring students to short lists of alternative expressions for accomplishing the functions. In the exercises that follow, students create new conversations by placing new content into the framework of the model, and by using any of the alternative functional expressions.

Original Student Conversations

Each lesson ends with an open-ended exercise that offers students the opportunity to create and present original conversations based on the functional theme of the lesson and the alternative expressions. Students contribute content based on their experiences, ideas, and imaginations. The ultimate objective of each lesson is to enable students to use functional expressions competently in creating their own original conversations.

Check-Up

This section features a variety of follow-up exercises and activities:

• **Function Check** exercises provide review and reinforcement of functional expressions presented in the chapter.

• **Grammar Check** exercises offer practice with key grammar structures featured in the guided conversation lessons.

• **Listening Exercises** give students intensive listening practice that focuses on functional communication.

• **InterChange** activities provide opportunities for students to relate lesson content to their own lives.

• **InterCultural Connections** activities offer rich opportunities for cross-cultural comparison.

• **In Your Own Words** activities provide opportunities for writing and discussion of important issues presented in the chapter.

- **InterView** activities encourage students to interview each other as well as people in the community.

- **InterAct!** activities provide opportunities for role playing and cooperative learning.

- **Reading** passages in every chapter are designed to provide interesting and stimulating content for class discussion. These selections are also available on the accompanying audiotapes for additional listening comprehension practice.

Communicators

This end-of-chapter activity offers students the opportunity to create and to present "guided role plays." Each activity consists of a model that students can practice and then use as a basis for their original presentations. Students should be encouraged to be inventive and to use new vocabulary in these presentations and should feel free to adapt and expand the model any way they wish.

Scenes & Improvisations

These "free role plays" appear after every third chapter, offering review and synthesis of functions and conversation strategies in the three preceding chapters. Students are presented with eight scenes depicting conversations between people in various situations. The students determine who the people are and what they are talking about, and then improvise based on their perceptions of the scenes' characters, contexts, and situations. These improvisations promote students' absorption of the preceding chapters' functions and strategies into their repertoire of active language use.

Support and Reference Sections

- **End-of-Chapter Summaries** provide complete lists of functional expressions in each chapter.

- A **Notes and Commentary** section in the Appendix provides notes on language usage, grammar, and culture; commentaries on the characters, contexts, and situations; and explanations of idiomatic and colloquial expressions.

- An **Inventory of Functions and Conversation Strategies** in the Appendix offers a comprehensive display of all functional expressions in the text.

- An **Index** provides a convenient reference for locating functions and grammar in the text.

Suggested Teaching Strategies

We encourage you, in using *Communicator*, to develop approaches and strategies that are compatible with your own teaching style and the needs and abilities of your students. While the program does not require any specific method or technique in order to be used effectively, you may find it helpful to review and try out some of the following suggestions. (Specific step-by-step instructions may be found in the *Communicator Teacher's Guide*.)

Chapter-Opening Photos

Have students talk about the people and the situations and, as a class or in pairs, predict what the characters might be saying to each other. Students in pairs or small groups may enjoy practicing role plays based on these scenes and then presenting them to the class.

Guided Conversations

1. LISTENING: With books closed, have students listen to the model conversation — presented by you, by a pair of students, or on the audiotape.

2. DISCUSSION: Have students discuss the model conversation: Who are the people? What is the situation?

   At this point, you should call students' attention to any related Language and Culture Notes, which can be found in the Appendix.

3. READING: Have students follow along as two students present the model with books open.

4. PRACTICE: Have students practice the model conversation in pairs, small groups, or as a class.

5. ALTERNATIVE EXPRESSIONS: Present to the class each sentence of the dialog containing a footnoted expression. Call on different students to present the same sentence, replacing the footnoted expression with its alternatives. (You can cue students to do this quickly by asking, "What's another way of saying that?" or "How else could he/she/you say that?")

6. PAIR PRACTICE (optional): Have pairs of students simultaneously practice all the exercises, using the footnoted expressions or any of their alternatives.

7. PRESENTATION: Call on pairs of students to present the exercises, using the footnoted expressions or any of their alternatives. Before students present, set the scene by describing the characters and the context, or have students do this themselves.

Original Student Conversations

In these activities, which follow the guided conversations at the end of each lesson, have pairs of students create and present original conversations based on the theme of the lesson and any of the alternative expressions. Encourage students to be inventive as

they create their characters and situations. (You may students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class. In that way, students can review the previous day's lesson without actually having to repeat the specific exercises already covered.)

InterChange

Have students first work in pairs and then share with the class what they talked about.

In Your Own Words

This activity is designed for both writing practice and discussion. Have students discuss the activity as a class, in pairs, or in small groups. Then have students write their responses at home, share their written work with other students, and discuss in class. Students may enjoy keeping a journal of their written work. If time permits, you may want to write a response in each student's journal, sharing your own opinions and experiences as well as reacting to what the student has written. If you are keeping portfolios of students' work, these compositions serve as excellent examples of students' progress in learning English.

InterCultural Connections

Have students do the activity as a class, in pairs, or in small groups.

InterView

Have students circulate around the room to conduct their interviews, or have students interview people outside the class. Students should then report back to the class about their interviews.

InterAct!

Have pairs of students practice role-playing the activity and then present their role plays to the class.

Reading

Have students discuss the topic of the reading beforehand, using the pre-reading questions suggested in the *Teacher's Guide*. Have students then read the passage silently, or have them listen to the passage and take notes as you read it or play the audiotape. The *Teacher's Guide* also contains a list of questions designed to check students' comprehension of the passage.

Communicators

Have students practice the model, using the same steps listed above for guided conversations. Then have pairs of students create and present original conversations, using the model dialog as a guide. Encourage students to be inventive and to use new vocabulary. (You may want to assign this exercise as homework, having students prepare their conversations, practice them the next day with another student, and then present them to the class.) Students should present their conversations without referring to the written text, but they should also not memorize them. Rather, they should feel free to adapt and expand them any way they wish.

Scenes & Improvisations

Have students talk about the people and the situations, and then present role plays based on the scenes. Students may refer back to previous lessons as a resource, but they should not simply re-use specific conversations. (You may want to assign these exercises as written homework, having students prepare their conversations, practice them the next day with another student, and then present them to the class.)

In conclusion, we have attempted to offer students a communicative, meaningful, and lively way of practicing the functions of English, along with the grammar structures needed to express them competently. While conveying to you the substance of our textbook, we hope that we have also conveyed the spirit: that learning to communicate in English can be genuinely interactive . . . truly relevant to our students' lives . . . and fun!

Steven J. Molinsky
Bill Bliss

A model conversation offers initial practice with the functions and structures of the lesson.

Key functional expressions are in bold-face type and are footnoted, referring students to a box containing alternative expressions for accomplishing the functions.

In the **exercises,** students create conversations by placing new contexts, content, or characters into the model, and by using any of the alternative functional expressions.

The **open-ended exercise** at the end of each lesson asks students to create and present original conversations on the theme of the lesson and any of the alternative expressions.

For example:

Exercise 1 might be completed by placing the new exercise content into the existing model:

A. Would you like to eat at home or at a restaurant?
B. I think I'd prefer to eat at home. How about you?
A. Well, to be honest, I really don't feel like eating at home. I'd much rather eat at a restaurant. Is that okay with you?
B. Sure. We haven't eaten at a restaurant in a long time.

Exercise 2 might be completed by using the new exercise content *and* some of the alternative functional expressions:

A. Would you prefer to swim at the beach or in the pool?
B. I think I'd like to swim at the beach. How about you?
A. Well, to be honest, I'm not really in the mood to swim at the beach. I'd much rather swim in the pool. Is that okay with you?
B. Sure. We haven't swum in the pool in a long time.

Using the Footnotes

1. ( ) indicates that the word or words are optional. For example, the sentence:

   I'm (very) sorry to hear that. = I'm sorry to hear that.
   I'm very sorry to hear that.

2. / indicates that the words on either side of the / mark are interchangeable. For example, the sentence:

   I don't/can't believe it! = I don't believe it!
   I can't believe it!

3. Sometimes the ( ) and / symbols appear together. For example, the sentence:

   I'm not (completely/absolutely) positive. = I'm not positive.
   I'm not completely positive.
   I'm not absolutely positive.

4. Sometimes the footnote indicates that an alternative expression requires a change in the grammar of the sentence. For example, the sentences:

   I don't feel like _____ing. = I don't feel like dancing.
   I'd prefer not to _____. = I'd prefer not to dance.

教师参考

《交际英语教程》是一本为成年人和中学生编写的功能英语教程,适合于已经接触到中级英语语法并掌握了英语日常用语的学习者使用。其课文正是以此为基础并加强这种基础,使学习者掌握进行交际所需要的更高水平的语言技能。《交际英语教程》是按交际功能项目分类编排的,将语法和专题结合于一体。

交际的范围: 功能、形式和内容

《交际英语教程》提供了涉及学生实际生活情景的生动的交际性练习。每一课都同时提供给学生一项或更多的功能项目和表达这些功能所需要的足够的语法形式,以及这些语法和功能所必需的生活情景。这种集功能、语法和内容于一体的三维合成结构是每课课文编写的原则、基石和纲领。《交际英语教程》提供给学生广泛的、多方面相关情景的语言使用范围: 社交、学术交流、工作、家庭和多种社会交际。课文给学生以广泛的语言实际练习使用面,从求职面谈、与顾客交谈、与上级谈话中使用的正式语言,到家庭、工作伙伴和朋友间所使用的非正式语言。

本教程的一大特点是对说话技能的处理——引起话题、插话、犹豫不决、要求澄清以及其他的交谈技能。

内容综观(An Overview)
开篇照片(Chapter-Opening Photos)

每章开篇首页都配有 2 张反映本章功能内容的照片。学生可以此推想照片中的人物是谁, 他们可能在谈论什么。这样, 学生就有机会获得自己已经感知的内容,并将这些内容与自己的生活实践经验结合起来。

指导性会话 (Guided Conversations)

指导性会话包括对话和练习, 它是本书的中心学习手段。每课均以表现一种或更多语言功能以及所需要的语言结构的对话范例开始, 它们都置于具有实际意义的情景交际对话中。在这些对话范例中, 关键交际功能用语均以黑体印刷并加以脚注, 以便学生为完成交际功能去查看相关的交际用语。在其后的练习中, 学生可以通过使用相关的交际用语, 将新的交际内容放置于对话范例的框架中, 而创造新的对话。

独创性的学生交谈对话 (Original Student Conversations)

每一课均以一个不固定形式的练习结尾, 它使学生有机会创造和展示基于交际课题和相关用语的独创性对话。学生可以根据自己的经验、观点和想象力提出具体内容。每课的最终目的是使学生在创造自己的对话中有效使用交际用语。

检查 (Check-Up)

本部分以多种补充练习和语言活动为特色:

· **功能检查** (Function Check) 练习提供复习, 并强化出现于本章中的交际用语。

· **语法检查** (Grammar Check) 提供在本章指导性交际对话中出现的关键语法项目的练习。

· **听力练习** (Listening Exercises) 提供给学生着重于交际功能的强化训练。

· **替换** (InterChange) 练习为学生提供将课文内容联系本人生活实际的机会。

· **文化交际** (InterCultaral Connections)

活动为学生提供了丰富的文化比较的机会。

· **自己说**（In Your Own Words）活动为学生提供了对本课出现的话题的书写和讨论机会。

· **观点交流**（InterView）活动鼓励学生互相交谈、和同社交团体中的其他人交谈。

· **交流活动**（InterAct）为扮演角色和合作学习提供机会。

· **篇章阅读**（Reading）提供了有意义的、能引发兴趣的班组讨论内容。这些选段也适用于附加听力理解的录音听力练习。

交际者（Communicators）

这种章节结尾练习活动为学生提供创造和演示角色扮演的机会。每项活动包括学生可以实践，并以此为基础进行创造性演示的一个范例。应该鼓励学生发挥独创性，在演示中使用新词语，并按自己的意愿采用和扩展范例的使用。

情景和即兴表演（Scenes & Improvisations）

这些自由角色扮演活动每隔三章出现一次，它提供复习并综合概括前三章中的交际功能和对话技能。学生会看到 8 个描绘人们在不同情景中谈话的场景。判断他们是谁，他们在谈论什么事，然后，根据对场景中人物的理解、前后事情的关系和背景条件，即兴创造对话。这些即兴表演能促进学生吸收前面章节中的功能交际技能，并变其为自己灵活主动地使用语言的能力。

辅助参考部分（Support and Reference Sections）

· 每章节的结尾总结归纳了本章中的全部交际用语。

· 附录中的注释部分提供了对语言使用、语法和文化等方面的注释；对人物、前后情景关系和具体场景的评析；对口语和习惯用语的说明。

· 附录中的功能和对话技能条目提供了在课文中出现的全部交际用语。

· 索引部分提供了各功能和语法项目在本书中所出现的课次。

教学技能建议

在使用《交际英语教程》时，我们鼓励你进一步探讨和发展与你的教学风格、学生的需要和能力相一致的教学技能。当交际项目为了更有效地使用而并不要求特别的方法和技巧时，你会发现回顾和试用下面的建议是有益的。（特设的阶梯的指导可以在《交际英语教程》教师指导用书中找到。）

开篇照片

让学生全班或成对谈论其中的人物和情景，判断其中的人物可能在谈论什么。成对或小组的学生会喜欢以这种背景为根据扮演角色，并对全班表演。

指导对话

1. 听：合上书，让学生听对话范例——由你，或一对学生念，或放录音磁带。

2. 讨论：让学生讨论对话范例：是谁？什么背景条件？这时，你应该引导学生注意附录中相关的语言和文化注释。

3. 读：打开书，让学生跟着两个演示对话的学生朗读。

4. 练习：让学生分对、分组或全班练习范例对话。

5. 替换练习：向学生出示对话中每一个含有脚注的句子，让学生指出同样的句子，并用合适的替代语去替换其中脚注的短语。（你可通过提问来提示学生：换个方法该怎么说？他/她/你还可以怎么说？）

6. 分对练习（自由结合的对子）：让每对学生同时练习，要使用加脚注的短语或其替

代语。

7. 演示:鼓励学生成对地演示练习,并用上加脚注的短语或其替代语。在演示前,要通过描述人物和内容来设置背景,也可以让学生自己做。

学生独创性对话

在这些活动中(紧跟在每课后边的指导对话),要让成对的学生根据本课专题和相关的替换用语来创造并演示自己的对话。当学生创造出人物和情景时,要给以鼓励。(你可以让学生作为家庭作业去准备对话,第二天与另一个学生一块儿练习,再向全班演示。这样,学生们就可以复习前一课,而不必重复已经覆盖进去的特定练习。)

替换

让学生先分对练习,然后与全班共同讨论他们所交谈的内容。

用自己的话

此活动为书面表达和讨论而设计。让学生全班讨论、分对讨论或分小组讨论。让学生回家写出答案,与其他同学共用这些书面作业,在班里讨论。学生们可能很喜欢保留自己的书面作业。如果时间允许,你可以给每个学生的作业写上你的看法,说出自己的观点和经验,也作为对学生所写内容的反应。如果你装钉保存学生的作业,这些作文就可以作为学生学习英语、取得进步的精彩范例。

文化交际联系

让学生全班、分组或分对进行这一活动。

采访

让学生在班里巡回采访交谈,或让学生到班外进行采访,然后回到班里汇报。

交际活动

让学生分对进行角色扮演活动,然后向全班演示。

阅读

让学生事前讨论阅读的课题,并使用在教师用书中提出的预读问题,让学生默读课文,或让学生听你读、听录音、做笔记。教师用书中也设计了成套的检查学生理解能力的问题。

交际者

让学生练习对话范例,同时使用前边所列的、为指导对话所设计的几个步骤。然后,让学生以范例为样板,分对创造并演示自己的对话。应该鼓励学生发挥独创性,使用新的词汇。(你可能想要给学生留下家庭作业,让他们准备对话,次日与其他学生一块练习并向全班演示。)学生们不应该看着书面作业进行对话演示,亦不应该去背记所写内容,而应该用自己所希望的方法去改写和扩展对话。

背景和即兴谈话

让学生讨论人物和情景,然后根据背景进行角色表演。学生们可能回顾前面的课文作为依据,但不应该简单地重复特定的对话。(你可以把这留作家庭书面作业,让学生准备对话,次日与其他学生一起练习,然后在班上表演。)

总而言之,我们的意图是为学生提供一种交际性的、有实际意义的、生动活泼的练习功能英语的方法,以及随心所欲地表达所需要的语法结构。当向您说明我们编写此书的宗旨时,我们也希望同时表达了这种精神:学会用英语进行交际,实质上是真正的双向活动……并真实地涉及到学生生活的各方面,甚至逗乐。

S.J. 莫林斯基
B. 布利斯

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MEETING AND GREETING PEOPLE
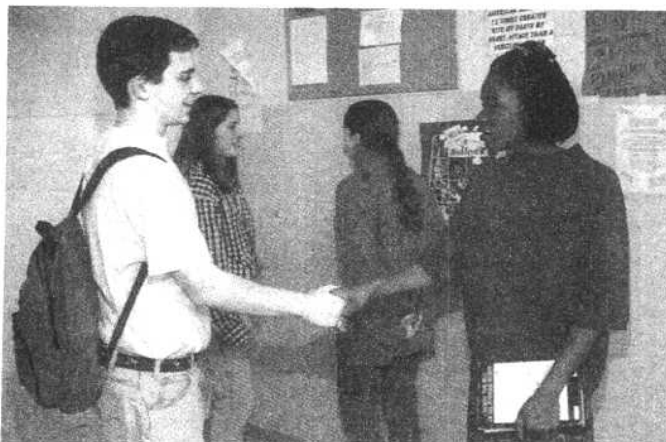
Michael and Karen are students at Jefferson High School. They're meeting for the first time. What do you think they're saying to each other?

Maria Fernandez is introducing David Chen and Tom Wilson to each other at a business meeting. What do you think all three of them are saying?

Where are you from?

Carmen Kenji

| Japan |
| Venezuela |

(1) My name is
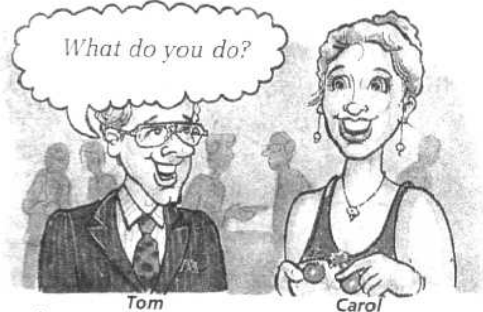   I'm

(2) Hello.

    [less formal]
    Hi.

    [more formal]
    How do you do?

(3) (It's) nice to meet you.
    (It's) nice meeting you.
    (I'm) happy to meet you.
    (I'm) glad to meet you.
    (I'm) pleased to meet you.

(4) How about you?
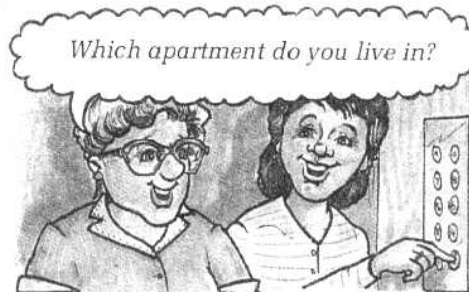   What about you?
    And you?

A. I don't think we've met. **My name is**(1) Carmen.
B. **Hello.**(2) **I'm**(1) Kenji. **Nice to meet you.**(3)
A. **Nice meeting you,**(3) too. Tell me, where are you from?
B. Japan. **How about you?**(4)
A. Venezuela.

What do you do?

Tom Carol

1. dancer
   English teacher
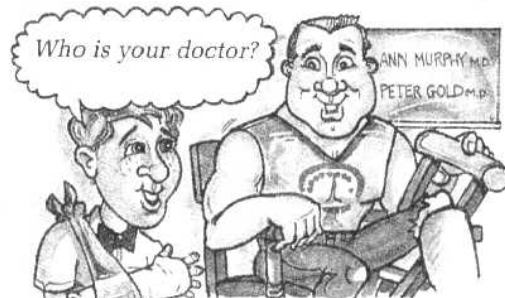

Which apartment do you live in?

Arlene Betty

2. 2C
   4D

How long have you been studying here?
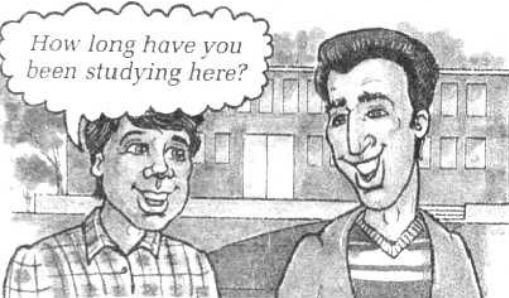
Pedro Nick

3. two months
   one year

Who is your doctor?

ANN MURPHY M.D.
PETER GOLD M.D.

Ted Carl

4. Dr. Murphy
   Dr. Gold

Frank — Gloria

Which department do you work in?

5. Accounting
   Shipping

Karen — Bob

What's your major?

6. History
   Chemistry

Jane — Sally

What shift do you usually work?
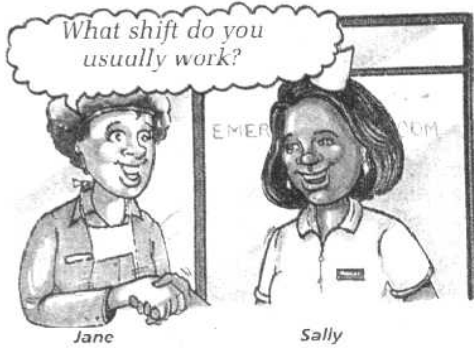
7. the morning shift
   the night shift

Alan — Ruth

Whose family are you in?
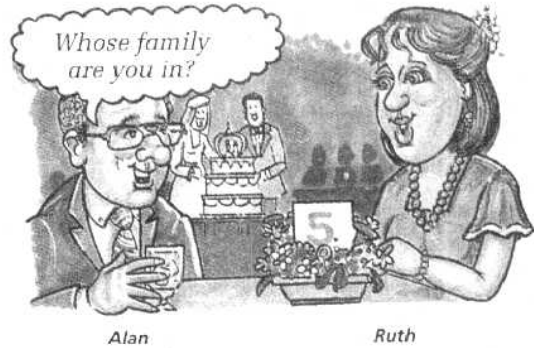
8. the bride's
   the groom's

Steve — Judy

What do you do?

9. a lawyer
   a journalist

Paul — Dave

What kind of music do you play?

10. rock
    jazz

Donna — Martha

When are you due?

11. next month
    any day now

Introduce yourself to somebody.

3

Function Check: *What's My Line?*

Choose the appropriate line for Speaker B.

A	**B**
1. I don't think we've met.	a. How about you? (b.) How do you do? c. What about you?
2. My name is Jane.	a. And you? b. Hello. My name is David. c. I'm glad.
3. Nice to meet you. What do you do?	a. I'm fine, thanks. b. I'm pleased to meet you. c. I'm a lawyer.
4. I'm from Bogota. What about you?	a. I'm a doctor. b. I'm from Los Angeles. c. I'm happy to meet you.
5. I'm pleased to meet you.	a. Nice meeting you, too. b. How about you? c. What about you?
6. I'm a History major. And you?	a. My major is Chemistry. b. Every day. c. I'm a teacher.
7. I like skiing. What about you?	a. And you? b. I like it, too. c. I'm happy.

Listening: *The Best Response*

Listen and choose the best response.

1. a. Fine, thanks.
   b. All right.
   (c.) I'm a lawyer.

2. a. I'm fine.
   b. Nice to meet you.
   c. I'm an engineer.

3. a. New York.
   b. 2D.
   c. Yes, I do.

4. a. I've been studying.
   b. In Taipei.
   c. Two months.

5. a. I'm a student.
   b. Math.
   c. I'm an accountant.

6. a. I like jazz.
   b. Next month.
   c. Yes, I do.

Listening: *Conclusions*

Listen and choose the best conclusion.

1. (a.) John and Paul are old friends.
   b. John and Paul are meeting for the first time.
   c. John asked Paul what time it was.

2. a. They're good friends.
   b. This is the first time they've met.
   c. Sam thinks he's met Dr. Jones before.

3. a. Sally has met Tom before.
   b. Sally and Tom are both happy to meet each other.
   c. Tom thinks Sally is nice.

4. a. Kim wants to go to Spain.
   b. Kim wants to know where Luis is from.
   c. Kim wants to know how Luis is feeling.

5. a. Ruth is going to see Martha.
   b. Ruth is leaving Martha's office.
   c. Martha is asking Ruth where she's going.

Grammar Check: *WH- Questions*

This man is at an employment agency. Complete the interviewer's questions using the appropriate WH- words.

Who   What   Where   When   Why

A. _____ What's your name _____ ?
B. Peter van Dyke.
A. _____, Mr. van Dyke?
B. I'm from Holland.
A. I see. And _____?
B. I'm an illustrator.
A. That's interesting. And _____?
B. At the Leiden Design Company in Amsterdam.
A. Uh-húh. And _____?
B. I decided to move to the United States because I wanted some overseas experience.
A. And _____?
B. I want to start working as soon as possible.
A. Tell me, _____?
B. You can call my previous employer, Mrs. Jensen, for a recommendation.
A. Okay. I'll see what I can do.
B. Thank you very much. I look forward to hearing from you.

InterChange

Talk with a partner about what you do when you first meet someone.

How do you usually start the conversation?
What do you normally ask about?
Do you ever feel shy and nervous when you meet someone for the first time?

Then tell the class what you learned about each other.