



Mainline

BEGINNERS B

L. G. Alexander



主导英语

(英汉对照)

Book · 2 ·

复旦大学出版社

Mainline

BEGINNERS B

Students' Book

L.G. Alexander

主导英语

第二册

L.G. 亚历山大 著
陈雄尚 译

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编 辑 说 明

《主导英语》(Mainline : Students' Book) 系英国著名语言学家 L.G.Alexander 所编《新概念英语》(New Concept English) 系列教材的重要组成部分, 全套六册, 语言程度上循序渐进, 体系严密, 与同类教材相比, 具有更多的优点, 评价很高, 目前已为非英语国家广泛采用。课文汇集当今世界文学、艺术、科学和社会习俗等各方面的内容, 采用新颖视听方法, 创造模拟英语环境, 培养学生实际会话、阅读和写作能力, 是一套能在短期内突破听、说、读、写几关的理想教材。为了帮助国内各有关方面的同志学好英语, 我们编译了这套英汉对照本, 供教学和学习参考用。本教材既可作为大专院校英语教材, 也适用于各种进修班、培训班和广大自学者。

本教材第一册 (Beginners A) 和第二册 (Beginners B) 的课文主要用于训练听觉能力和口语, 为考虑教学效果起见, 不译成汉文, 仅将课本最后一部分阅读材料译出, 供学生参考。第三册 (progress A)、第四册 (progress B)、第五册 (Skills A) 和第六册 (Skills B) 对原版书中的课文同步配置了译文, 并对语言难点作了注释。

本教材第一册和第二册由陈雄尚译。

1983 年 7 月

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UNIT 1 **About you**

Part 1: Understanding and Speaking Section

1.1 Introduction

Introduce the course to the class saying something about objectives, content and method.
See Teacher's Book 1.1 for suggestions.

IMPORTANT NOTE: PERSONAL INFORMATION IS NECESSARY FOR LANGUAGE PRACTICE. STUDENTS MAY PROVIDE FICTITIOUS 'FACTS' THROUGHOUT THIS UNIT.

personal history

1.2 Complete and practise/About you

Personal background: Supply information in English, then ask each other questions. (Friends.)

	<i>Typical questions and answers:</i>
Name:	What's your name – (It's ...)
Place of birth (town):	Where were you born? – In + place
Date of birth:	When were you born? – In + year OR On + date
Where did you grow up?	Where did you grow up? – In + place(s)
Where do you live now?	Where do you live now? – In OR At + address
Telephone number:	What's your telephone number? – (It's ...)

1.3 Complete and improvise/About you

Family background: Supply the information, then ask each other questions. (Friends.)

If alive, put a ✓

	mother		
	father		
S1 Is your	grandmother	} on your mother's side	alive or dead?
	grandfather		
	grandmother	} on your father's side	
	grandfather		

S1 follows on with questions like: What is/was your /grandfather/ like to look at?
Who do you look like? In what way? What is/was your /grandfather/ like as a person? Who do you take after? Where does/did your /grandfather/ live? What does/did your /grandfather/ do (for a living)? What do you do? etc.

1.4 Complete and improvise/About you

Marital status: Supply the information, then ask each other questions. (Friends.)

Begin like this:	Tick ONE	And continue like this:
single	_____	S1 Where did you meet your boy friend/girl friend
engaged	_____	/fiancé(e)/wife/husband/ex-wife/ex-husband/?
S1 Are you married ?	_____	S2 In + place.
separated	_____	S1 When (was that)?
divorced	_____	S2 In + year.
S2 Yes, I am.		S1 When were you /engaged/? ... What is/was
OR Yes, but I'm /engaged/.		/she/ like to look at? ... What is/was
OR No, I'm /married/.		/she/ like as a person? etc.

1.5 Pronunciation/Intonation/Reference appendix on intonation (p 141)

First study or revise the Appendix on Intonation, then do this exercise.

Look & Listen S1 Where were you born? S2 Where was I born?
Imitate S2 who is checking he has understood the question, using a rising tune.

1.6 Complete and improvise/About you

⊗ *Residence: Supply the information, then ask each other questions. (Friends.)*

Tick ONE

S1 begins What sort of place did you live in when you were a child?

A furnished flat
An unfurnished flat
A house

and continues with e.g. What was it like? How many rooms did it have?
Where was it? What sort of place do you live in now?
How many rooms has it got? Where is it? What's it like?

... educational history

1.7 Complete and improvise/About you/Reference appendix 1 (p 138)

⊗ *School background: Supply information in English, then ask each other questions. (Friends.)*

	Schools	Dates	Typical questions and answers:
Primary schools	_____	_____	S1 Which primary school(s) did you go to?
Secondary schools	_____	_____	S2 I went to ... (and) ...
	_____	_____	S1 Which secondary school(s) did you go to?
	_____	_____	S2 I went to ... (and) ...
My three favourite subjects	Subjects _____		S1 What were/are your favourite subjects? Why?

	_____		*If you are still at school, use the present where appropriate.

1.8 Complete and improvise/About you/Reference appendix 2 (p 138)

⊗ *Qualifications: Supply the information, then ask each other questions. (Friends.)*

School leaving date _____	Typical questions:
Examination (Title of certificate) _____	If you are still at school:
Subjects _____	When are you going to leave school?
_____	Which exam(s) are you going to take?
_____	In which subjects?
_____	If you have left school:
_____	When did you leave?
_____	Which exam(s) did you take?
Further education	Which subjects did you pass/fail?
I am studying _____	What are you studying?
I want to study _____	What do you want to study?
I am training to become _____	What are you training to become?
I want to become _____	What do you want to become?
I am doing a(n) _____	What sort of course are you doing?
I want to do a(n) _____ course.	What sort of course do you want to do?

1.9 Listening/Note-taking

⊗ *Situation: You are interviewing someone for a job and he is giving you personal information about himself. Take notes based on what you hear.*

1.10 Listen and speak

- ⊗ *Situation: You have left school and are being interviewed for a job. Answer the questions you hear. If necessary, refer to your answers in 1.7 and 1.8.*

... interests

1.11 Practice/About you

- ⊗ *Theme: Skills.*

Individual students make true statements about themselves:

dancing	dancer	really enjoy	
singing	singer	enjoy	
swimming	swimmer	like	
driving	driver	S I am quite fond of /dancing/	and I'm /quite good/ at it.
playing /football/	player	don't like	but I'm /not very good/ at it.
playing the piano	pianist	can't stand	OR I'm a good /dancer/.
learning /English/	linguist	hate	I'm quite good as a ...

1.12 Complete and improvise/About you

Grammar and Writing Section =

G&W

(pp 86-117)

- ⊗ *Interests: Supply the information, then ask each other questions. (Friends.)*
- ⊗ *Put a ring round ONE item in each column, or supply your own information:*

SPORTS	INDOOR GAMES	HOBBIES	THE ARTS	ANYTHING ELSE
sailing	chess	fishing	music
football	backgammon	collecting /stamps/	art
tennis	table tennis	dancing	the theatre
.....

Typical questions and answers: Ask each other:

What sorts of things are you interested in? – I'm interested in ...

Which sports do you like? – I like ... I'm fond of ...

Which indoor games do you play? – I play ...

What are your hobbies? – (I enjoy) ...

Are you (any) good at ...?

What else do you like/enjoy?



1.13 Improvisation

READER, page 118

Acquaintances, S1 and S2, are having a meal together and are talking about things they can do or enjoy doing. S1 makes a statement and S2 follows up with questions:

S1 I /play the piano/.

OR I enjoy /playing the piano/.

S2 Are you a good pianist?

What sort of piano have you got?

How often do you play?

What pieces do you play?

What's your favourite piece?

Is it easy or difficult?

Why do you like it?



... work

1.14 Complete and practise About you

- ⊕ *Employment: Supply the information, then ask each other questions. (Friends.)*
 Put a ring round ONE item in each column, or supply your own information.

I'm a I'd like to be a	I work as a I'd like to work as a	I work in a I'd like to work in a	I'm in I'd like to be in	I work for I'd like to work for	I work on I'd like to work on
businessman	labourer	factory	business	IBM	a farm
soldier	musician	garage	industry	BP	the land
farmer	waiter	canteen	the army	Shell	the railways
clerk	waitress	supermarket	the civil service	Exxon	a boat

1 *Present job:*

- S1 What do you do?
 S2 I'm /a businessman/.

2 *Temporary job:*

- S1 What are you doing at the moment?
 S2 I've got a part-time/a holiday job.
 I'm working as a labourer/.

3 *Future hopes:*

- S1 What would you like to do?
 S2 I'd like to /be a businessman/.

4 *Past employment (improvisation):*

- S1 What did you do in your last job?
 S2 I was/worked/used to be/used to work ...
 S1 What did you like/dislike about it?

1.15 Language in context About you

- ⊕ *Situation: Official. S2, is interviewing Everyman, S1.*

Knock at the door.

S2 Come in! Ah! Good /afternoon/. /Mr Wilson/.

S1 Good /afternoon/.

S2 Sit **down** please.

S1 **Thank** you.

S2 You want to **work** for this company.

What sort of **experience** have you had?

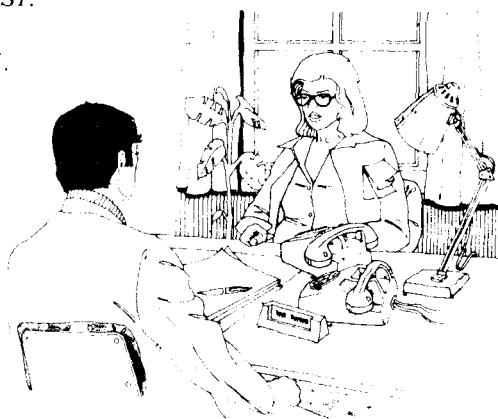
S1 I used to work /as a **shop** assistant/. Then I
 got a job/had a job /in a **department** store/.

S2 How long did you **work** there?

S1 For /two/ /**years**/.

S2 How much did you **earn**?

S1 /£55/ a /**week**/.



1.16 Listening/Note-taking

- ⊕ *Situation: You are interviewing someone for a job and she is giving you personal information about herself. Take notes based on what you hear.*

1.17 Listen and speak

- ⊕ *Situation: You left school three years ago and have done a number of jobs since then. You are being interviewed for a job. Answer the questions you hear.*

1.18 Pronunciation/Intonation

- ⊕ *Getting to know someone, you may find that you have some things in common.*

Look & S1 I'm a **teacher**. What do **you** do?

Listen S2 I'm a teacher, **too**!

When S2 repeats I'm a teacher ... he changes the important word. Imitate this.

... health

1.19 Complete and improvise/About you

⑤ **Health:** Supply the information, then ask each other questions. (Friends.)

Situation: Everyman, S1, wants health insurance and a doctor. S2 is asking questions.

1 VACCINATION

I've been vaccinated against
smallpox
typhoid
cholera
polio

YES	NO

Have you ever been vaccinated against /smallpox/? When? etc.

2 ILLNESSES AND OPERATIONS

I've had a serious illness
an operation

YES	NO

Have you ever had a /serious illness/? When? What was the matter? Has your /mother/ ever had a /serious illness/? etc.

3 HABITS

I smoke
sleep soundly
eat at regular times
keep fit

YES	NO

Do you smoke? How many a day? Do you sleep soundly? How many hours a night? Do you eat at regular times? When? Do you keep fit? How? - I /swim/. etc.

1.20 Improvisation

Situation: Everyman, S1, has filled in a form and is now being interviewed for a job with an international company. The company's Medical Officer is asking questions about S1's life-style: personal habits (smoking, sleeping, eating, drinking, and keeping fit; routine (when S1 gets up, has breakfast, leaves home, starts work, has lunch, finishes work, arrives home, has a meal, goes to bed), etc.

... intelligence

1.21 Complete and improvise/About you

⑤ **Intelligence:** Spend five minutes on this test, then discuss it with a friend.

1 Put in the missing numbers.

6 9 18 21 42 45 — —

2 Underline the odd man out.

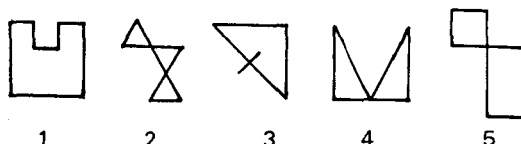
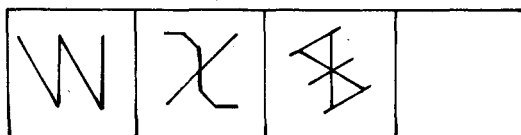
meat chicken milk rice wood

3 Underline the word that completes the sentence.

Meat is to food as dollar is to:

America meal money pound cheque

4 Which shape goes into the square?



Typical questions:

What's the answer to Number /1/?

How many did you get right?

How did you get on?

Have you ever done tests like this before? etc.

Typical statements:

I must be stupid, but I can't do Number /1/.

I think Number /1/ is easy/difficult because ...

I'm not very /clever/ at this sort of thing.

Answers, page 138.

1.22 Pronunciation/Intonation

- ⊗ When someone asks you a question you may be uncertain what to answer. English uses a fall-rise tune to express uncertainty (and a fall to express certainty).

Look & 1 S1 Can you answer **all** the questions?

Listen S2 Yes ...

2 S1 Can you do number 3?

S2 Yes.

Is S2 always quite certain here?

... beliefs

1.23 Complete and improvise/About you/Reference appendix 3 (p 138)

Beliefs: Supply the information, then ask each other questions. (Friends.)

	YES	NO	NOT SURE	Typical questions:
1 RELIGION				
I'm a /Buddhist/				Are you ...? Do you ...?
I go to /church/ regularly				How often ...?
I believe in /.../ (Supply information)				What do you ...?
2 POLITICS				
I like our present /prime minister/				Do you ...? Are you ...?
I support the /present government/				What do you think of ...?
I'm a /.../ (Supply information)				
I agree with the government's policy on /education/				
3 MORAL ISSUES				
euthanasia				Do you ...? What's your opinion about ...?
I think				
4 MOVEMENTS IN MODERN SOCIETY				
Women's				Do you ...?
I approve of the Movement				What do you think of ...?
Friends of the Earth				

... attitudes to current and past events

1.24 Improvisation

READER, page 118

- 1 Refer to today's newspaper and express attitudes to current events: e.g. S1 What do you think of the /strike/?

S2 (I think) it's /right/ because /they need more money/.

- 2 Recall past events and express attitudes. e.g.

S1 What did you think of /the strike/?

S2 (I thought) it was /right/ because /they needed more money/.

USEFUL ADJECTIVES

right	wrong
good	bad
true	false
moral	immoral

1.25 Listen and speak

- ⊗ Task: Listen and respond in each of these situations:

1 Your doctor is asking you some questions.

2 Your friend is telling you about events in today's paper and you're responding.

... experiences

1.26 Practice/Improvisation

- ⊗ Life experiences: S1 begins with an opening question which leads to a dialogue.
- ⊗ S1 begins with e.g. and continues with e.g.
- | | | |
|---|--|-----------------------|
| 1 | /played tennis/ | When? |
| | Have you ever /watched Kojak/? | Where? |
| | /tasted goulash/ | How long ago? |
| 2 | /lost your purse/ | What is/was it like? |
| | Have you ever /found a wallet/ ? | How did it happen? |
| | /forgotten your wife's birthday/ | How did you enjoy it? |
| 3 | /holiday in Spain/ | What happened? |
| | Have you ever had a /swim in the Pacific/? | Tell me about it. |
| | /meal at Leoni's/ | |
| 4 | /sailing/ | |
| | Have you ever been /camping/ ? | |
| | /shopping in London/ | |
| | /swimming in the Mediterranean/ | |

1.27 Improvisation

- ⊗ On a separate sheet of paper, members of the class supply the information required in this form. Pairs of students then exchange forms and interview each other.



APPLICATION FOR EMPLOYMENT

Position applied for	Date
Name (block letters)	Date of birth
Address	Sex
.	Marital status
Telephone number	Nationality

EDUCATION

Schools, etc.	Dates	Examinations passed	Societies, sports etc.
---------------	-------	---------------------	------------------------

WORK HISTORY

Type of business	Dates	Reason for leaving	Salary
------------------	-------	--------------------	--------

PERSONAL STATEMENT

Any other information about yourself, your background, experience and health.

1.28 Game

Who am I? A student comes to the front of the class and pretends to be another student in the class. Members of the class ask |him| questions in an effort to identify |him|. The questions cover e.g. personal and educational history, interests, work, health, beliefs, attitudes and life experiences. The first student to identify the right person has a turn at the front.

1.29 Song appendix 1 (p 139)

- ⊗ Song: The interview.

1.30 Have you heard this one?

- ⊗ Qualifications.



UNIT 2 Yourself and others

... reported facts

2.1 Language in context/About you



Theme: Interviewing and reporting: reported statements, present and past.

Situation: S1 interviews S2 and reports to S3. S1 asks questions like: What's your name? Where do you live? What's your telephone number? Where were you born? etc.

1 S1 What's your name?

S2 /Chris Best/.

S1 (To S3) /He/ says /his/ name's

/Chris Best/.

OR /He/ tells me /his/ name's /Chris Best/.

2 S1 What's your name?

S2 /Best/.

S3 (to S1) What did /he/ say/tell you?

S1 /He/ said /his/ name was /Best/.

OR /He/ told me /his/ name was /Best/.

2.2 Complete and practise



Theme: A Survey (reported facts, involving the use of reported speech).

Situation: Members of the class engage in a Student Survey in the following way:

1 Official, S1, interviews Everyman, S2, and records information as shown below (in the book or on a separate sheet).

2 S1 reports the information to the class. (See 1 and 2 below.)

3 Optional activity: the students who are interviewed are treated as a sample student population, and statistics are compiled based on these facts.



His/Her name is	He/She lives in (e.g. town)
His/Her telephone number is	He/She was born (in/year; on date)
He/She was born (in/place)	His/Her parents/grandparents are alive/dead.
He/She is (marital status)	He/She lives at home/on his/her own.
He/She went to School	He/She left school in
His/Her three favourite subjects at school were	
He/She took his/her	Certificate and passed in
He/She is training to become	OR is studying
He/She usually gets up at and travels to work/school	(mode of transport)
He/She is good at and	
He/She is fond of (sport) plays	(e.g. game)
enjoys (hobby) and is interested in	
He/She works/wants to work as/in/for/on	
He/She has been vaccinated against	
He/She is (religion) and is	(political party)
He/She thinks these moral issues are important	
and approves/doesn't approve of	because

Individual students report this information to the class as shown below.

Members of the class may take notes and at the end of a report may ask questions like:

What did you say /his name was/? OR What did /he/ tell you /his name was/?

1 Objective reporting: /He/ said (that) /his name was ... and he lived in .../.

(Verbs in the present become past and verbs in the past remain unchanged.)

2 More personal reporting: /He/ told me (that) /his name was ... and he lived in .../.

2.3 Pronunciation/Intonation



Reporting a statement, you may doubt its truth – doubt is conveyed by a fall-rise tune. Which speaker is doubtful here?



Look & Listen S1 He said his name was Best.

S2 He said his name was Best ...

2.4 Improvisation/About you

Interpreting: You, S1, and Stranger, S2, are going through Immigration. You are interpreting for Stranger to Official, S3, providing information about: surname, first name(s), address, telephone number, nationality, occupation, and marital status.

S3 (in English): Surname please.

S1 (to S2 in vernacular): Your surname.

S2 (surname in native pronunciation):

S1 (surname in anglicised pronunciation and spelling):

/He/ says (OR tells me) /his/ surname is . . .

S3 First name please. etc.



2.5 Read and improvise

- ⊗ An English-speaking friend, Paul, was your guest last summer. You have just received a letter from him. Here is part of it:

I'm going to go to London University next month, but at the moment I've got a job in a factory. I work from 8.30 to 5.30 five days a week with an hour for lunch. (I always have lunch in the factory canteen. The food is good and cheap.) It's a food factory and I have to look after a machine. It's hard work and it's not very interesting, but I'm earning good wages. I'm trying to save enough money for another holiday in your country. (It's so difficult to save money!) We had such a wonderful time last summer! I'd like to come out again next Easter.

Practise these situations:

- 1 You are reading the letter and simultaneously reporting its contents in English to a friend who is at the other side of the room: e.g. Paul says he's going to London University next month. He says that at the moment he's got a job in a factory. He works from 8.30 to 5.30. etc.
- 2 The letter is addressed to a friend who doesn't know any English. The friend has handed it to you and asked you to interpret/translate it for /him/. Read it aloud in English and interpret/translate as you go along.
- 3 You meet an English-speaking friend in the street and tell /him/ you've just had a letter from Paul. /He/ asks you what Paul had to say. Report the contents of the letter from memory using the past: e.g. Paul said he was going to London . . .

2.6 Language in context/Improvisation/About you

READER, page 119

- ⊗ Theme: Interviewing and reporting: reported questions (present).

- ⊗ Situation: You, S1, are enrolling at a language school and Official, S2, is asking questions in English, but /he/ has a difficult accent and speaks quickly. You turn to your friend, S3, for clarification.

S2 Is your name /Best/? (All the questions must begin with Is, Are, Do or Have.)

S1 What does /he/ want to know?

S3 /He/ wants to know if your name's /Best/. etc.

2.7 Language in context/Improvisation/About you

- ⊗ Theme: Interviewing and reporting: reported questions (past).

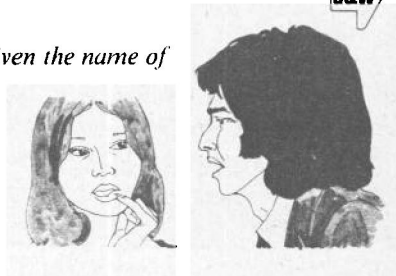
Situation: You, S1, have applied to Official, S3, for a job and given the name of Friend, S2, as referee. Recently, S3 phoned S2 and asked /him/ questions about you. You want to know what he asked.

S1 What did /he/ ask you?

S2 /He/ asked me if /you were a student/.

S1 And what else did /he/ ask you?

S2 /He/ asked me if /you spoke English/. etc.



2.8 Language in context/About you



- Ⓢ Situation: Friends, S1 and S2, are on the phone. S2 is passing messages between Acquaintances, S1 and S3.

S1 Ask /Chris/ if she's enjoying herself.

S2 (to S3) /Pat/ wants to know if you're enjoying yourself.

S3 (to S2) Say yes I am.

S2 (to S1) She says she is.

S1 Tell /Chris/ I'm looking forward to meeting /her/ soon.

S2 (to S3) /Pat/ says /he/'s looking forward to meeting you soon.

S3 (to S2) I'm looking forward to meeting /him/, too.

S2 (to S1) She says she's looking forward to meeting you, too.



2.9 Listen and speak

- Ⓢ Situation: You are on the phone to a friend and are passing messages between this friend and another person in the room.

... reported information (uncertain)

2.10 Practice/Improvisation/Active appendix 1 (p 134)



- Ⓢ Theme: Uncertain information about other people: indirect questions and statements.

Examples:		Examples:	
Inquiring:	Do you know if Do you think (that)? Are you sure (that)	Personal:	his name's ... he's about 45 ...
Speculating:	I wonder if	Appearance:	he's tall ... he's got ...
Hearsay:	They say (that)	Character:	he's shy
Uncertainty:	Perhaps I (don't) think (that) I (don't) believe (that) I'm not sure, but I think	Intelligence:	he's clever
Supposition:	I suppose (that)	Education:	he went to Highfield School
Certainty:	I know (that)	Skills:	he's good at ... he plays ...
Confirming:	I'm sure/certain (that)	Work:	he works as/in/for/on ...
Scepticism:	He says (that) ... but ...	Health:	he's in good health
Ignorance:	I don't know if I've (got) no idea if	Beliefs:	he's a Buddhist
		Attitudes:	he approves of euthanasia
		Experiences:	he's been abroad
		Horoscope:	he's (a) Gemini (See 11.30)

- 1 Practice: Individual students think of a well known public figure whom they don't know personally (actor, actress, musician, politician, etc) and ask questions or make statements about /him/ by combining the information in the two columns above:
e.g. I think he's (about) 45 years old. etc.
- 2 Improvisation: Pairs or groups of students select a well known public figure and talk about /him/.
- 3 Improvisation: An individual student provides a speculative account of a well known public figure while members of the class interrupt with conflicting information.

2.11 Practice/Improvisation



Theme: Uncertain information about others: indirect questions with question words.

Direct questions	Indirect questions
What's his name?	Inquiring: Do you know what his name is?
How old is he?	Confirming: I know how old he is.
What's he like?	Ignorance: I don't know what he's like.
Where did he go to school?	'Thinking aloud': I wonder where he went to school.

Situation: S1 is talking to a colleague, S2, about a new colleague, S3, whom S1 and S2 have not yet met. S1 first asks a direct question and follows it with an indirect question or statement.

- S1 What's his name? I wonder what his name is.
 S2 I think it's Best. OR I've got no idea.
 S1 What's he like? Do you know what he's like?
 S2 Well, I haven't met him, but Pat says he's nice.
 S1 When will he arrive? I wonder when he will arrive. etc.



2.12 Pronunciation/Intonation

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- Look & Listen 1 S1 I'm looking forward to **meeting** him.
 2 S2 I'm looking forward to meeting him, **too**.
 2 S1 He says he's looking forward to **meeting** you.
 S2 I'm looking forward to meeting **him, too**.

Note that S2 changes the important words in the response according to what S1 has said. What might S1 have said if S2 replied:

- a I like dancing with him, **too**. b I'm looking forward to meeting **her, too**.

2.13 Improvisation/About you



Situation: Friends, S1 and S2, meet in the street. After they exchange greetings, they talk about S3 who, when he was a student, used to stay at S2's as a paying guest.

- S1 Fancy meeting you here, /Pat/!
 S2 /Chris/! What a surprise!
 S1 How are you?
 S2 Fine thanks, /Chris/. And you?
 S1 Oh - very well thanks.
 S2 How's /the family/?
 S1 (They're all) fine thanks.
 How's Simon these days?
 Have you heard from him?

This inquiry leads to an exchange of certain and uncertain information about where Simon is at present, about his education, if he has a job and what he's doing, whether he's going to get married, etc. The conversation ends with greetings (give my love to ...) and goodbye.



2.14 Listening for gist/Note-taking

- Situation: You recently interviewed someone for a job and are now following up a reference on the telephone. Take notes based on what you hear.

2.15 Active listening/Note-taking

- The situation is exactly the same as above (2.14). Take notes based on what you hear, then compare them with the notes you took in the previous exercise.