

# Mainline

BEGINNERS A

L. G. Alexander



## 主导英语

(英汉对照)

Book · 1 ·

复旦大学出版社

# Mainline

BEGINNERS A

Students' Book

L. G. Alexander

# 主导英语

第一册

L. G. 亚历山大 著  
陈雄尚 译

复旦大学出版社

Longman Group Limited  
London

Associated companies, branches and representatives  
throughout the world

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7 102 3 /

内部发行

主导英语(I)

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复旦大学出版社出版

英语专修上海发行所发行

上海市印刷三厂印刷

字数 231千 开本 1/16 印张 10

1983年12月第一次出版 1983年12月第一次印刷

印数: 1—55,000

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书号: 9253·003 定价: 1.16元

## 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

## TO THE TEACHER: CONCISE INFORMATION ABOUT THE COURSE

**BROAD AIM:** To teach students how to do things through language, while at the same time enabling them to master the grammatical structure necessary for this purpose.

**ORGANIZATION:** The course is divided into 12 'thematic areas' which should be seen as large-scale objectives. Each area is marked into sub-sections which should be seen as small-scale objectives (see Contents List for details). The material within each area is not arranged in lessons with set-lesson plans, but is divided into frames. Each frame is labelled according to a particular type and has its own form of presentation (see Teacher's Book for details). Spend as much time on each frame as you consider necessary before moving to the next one. Take care not to spend too much or too little time: you are responsible for the 'pacing' and you should aim to complete the book in 60-90 contact hours.

**FRAME TYPES:** Titles of frames are self-explanatory. Here are some of them: Practice, Language in Context, Listening/Note-Taking, Improvisation, Pronunciation/Intonation, Read and Respond, Listening for Gist, Active Listening, etc.

**BASIC METHOD:** The grammatical patterns that are taught are put to immediate use for communication purposes. Thus 'grammar-to-communication' may be seen broadly as a three-stage activity:

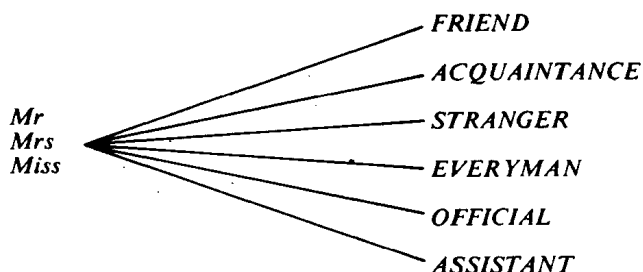
Practice —————▶ Language in Context —————▶ Improvisation

**APPENDICES:** There are four (see Contents List). Please note that students must learn by heart everything in the Active Appendix (pages 86 & 87). Where a reference to the Active Appendix appears over a frame, students should refer to the relevant section and learn it before going on to practice the frame. For example, you need to know the alphabet before you can usefully take part in the situation in 1.10.

### CONVENTIONS:

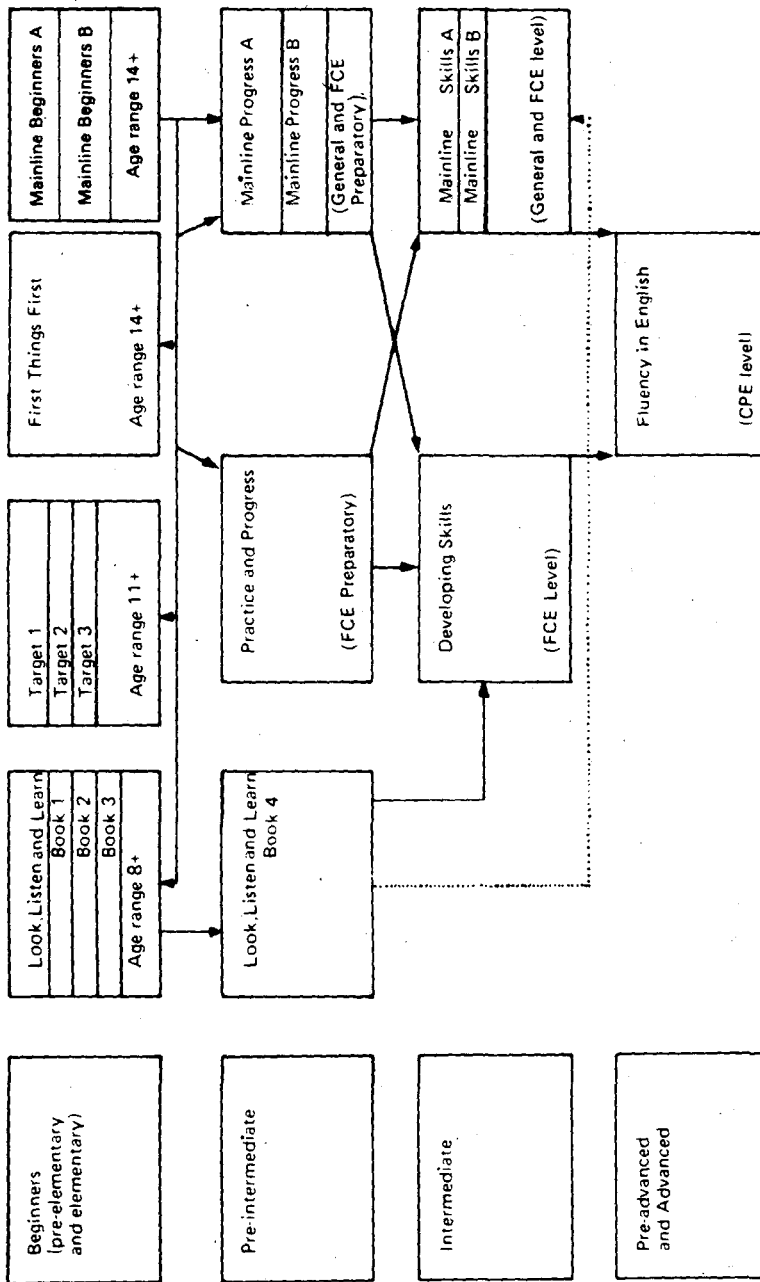
- ⇒ = Grammar and Writing Section (pp 86-117)
- | / = other items may be substituted for anything between solidi.
- ⊙ = partly or wholly on tape. All 'Listening Texts' are in the Teacher's Book.
- ( ) = may be omitted.
- italics* = for the information of the teacher and may have to be explained to the students in their own language.
- bold** = heavy stress (in Pronunciation/Intonation frames) and in self-contained dialogues.
- About you = a frame label which combines with almost any frame-type, indicating that the student can supply either personal information or language of his own choice (even after seeking English-language equivalents from the teacher).
- S1, S2 = Student 1, Student 2, etc.
- Ⓜ = Pronunciation and Intonation exercise on tape and in Teacher's Book.

**SOCIAL ROLES:** All the material has been designed for practice by either sex. In all situations, settings are described where necessary and social roles are coded in the following manner:



# Integration Table

Levels



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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, p 61, for suggestions.

... name

### 1.2 Practice/About you

⊙ Theme: Identification.

- |  |                                   |
|--|-----------------------------------|
| 1 S1 My name's /Pat Wilson/.               | S2 (Ah,) hullo. I'm /Chris Best/. |
| 2 S1 Excuse me. Is your name /Chris Best/? | S2 Yes, it is. /No, it isn't.     |
| 3 S1 What's your name please?              | S2 (It's) /Chris Best/.           |
| 4 S1 What's your surname please?           | S2 (It's) /Best/.                 |
| 5 S1 What's your first name please?        | S2 (It's) /Chris/.                |

### 1.3 Practice/About you

Grammar and Writing Section =  (pp 86-117)

⊙ Theme: Identification.

- |                                       |   |
|---------------------------------------|---|
| 1 S1 I'm /Pat Wilson/.                | S2 (Ah,) hullo. My name's /Chris Best/. |
| 2 S1 Excuse me. Are you /Chris Best/? | S2 Yes, I am. /No, I'm not.             |

### 1.4 Pronunciation/Intonation

⊙ First study the Appendix on Intonation and then do this exercise.

- |   |                              |
|---|------------------------------|
| Ⓜ Look & 1 S1 My name's <b>Chris</b> .            | S2 Hullo. I'm <b>Pat</b> .   |
| Listen 2 S1 Hullo. Is your name <b>Jo Smart</b> ? | S2 No, it isn't.             |
| 3 S1 Hullo, Mr <b>Best</b> .                      | S2 Hullo, Mr <b>Wilson</b> . |

Hullo is friendlier with a rising tune. Which speakers are friendly here?

### 1.5 Practice/About you



⊙ Theme: Mistaken identity.

- |   |  |
|---|--|
| 1 S1 Excuse me. Are you Mr/Mrs/Miss /Best/? | S2 No, I'm not /Chris Best/. I'm /Pat Wilson/. |
| 2 S1 Excuse me. Is your name /Chris Best/?  | S2 No. My name isn't /Best/. It's /Wilson/.    |

### 1.6 Language in context/About you

⊙ Situation: Stranger, S1, is meeting Stranger, S2 at the airport.

- |   |                     |
|---|---------------------|
| S1 Excuse me. Are you Mr/Mrs/Miss /Pat Wilson/? |                     |
| S2 Yes, I am.                                   | OR S2 No, I'm not.  |
| S1 I'm /Chris Best/.                            | S1 (Oh, I'm) sorry! |
| S2 How do you do?                               |                     |
| S1 How do you do?                               |                     |



### 1.7 Language in context/About you

⊙ Situation: Strangers, S1 and S2, meet at an informal party.

- |                                     |  |
|-------------------------------------|--|
| Ⓜ S1 Hullo! My name's /Pat Wilson/. |  |
| S2 Hi! I'm /Chris Best/.            |  |
| S1 Pardon?                          |  |
| S2 I'm /Chris Best/.                |  |
| S1 Nice to meet you.                |  |



## 1.8 Language in context/About you

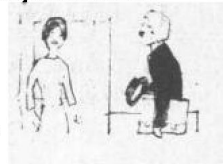
⊗ *Theme: Greetings: Informal: Friend/Friend.*

- 1 S1 **Hullo**, /Pat/.
- S2 **Hi**, /Chris/.
- S1 **How are you?**
- S2 **Fine thanks.**



*Formal: Acquaintance/Acquaintance.*

- 2 S1 **Hullo**, /Mr Wilson/.
- S2 **Hullo**, /Mrs Best/.
- S1 **How are you?**
- S2 **Very well thank you.**



## 1.9 Improvisation

- 1 *Friend, S1, thinks /he/ recognizes Friend, S2, in the street, but it turns out to be a case of mistaken identity.*
- 2 *Two or more Strangers introduce themselves to each other at a conference.*
- 3 *Stranger, S1, has an appointment with Stranger, S2, in a hotel lobby. S1 attempts to identify S2.*

## ... the alphabet and spelling

### 1.10 Language in context/About you/Active appendix 1 (pp 134–136)

⊗ *Situation: Stranger, S1, is checking into a hotel.*

- S1 **Good morning/afternoon/evening.**
- S2 **Good /morning/, sir/madam.**
- S1 **My name's /Pat Wilson/.**
- S2 **How do you spell it please?**
- S1 **/W-I-L-S-O-N/.**



G&W

### 1.11 Listening/Note-taking

⊗ *Situation: Stranger is dictating a list of surnames on the phone and spelling each one. Write what you hear.*

## ... numbers and telephone calls

### 1.12 Language in context/About you/Active appendix 2(a) (p 134)

⊗ *Situation: Friend, S1, is telephoning Friend, S2.*

- Telephone rings.*
- S2 (*answering phone*): **/517 6234/.**
  - S1 **Hullo. Is that you, /Pat/?**
  - S2 **Yes. Is that you, /Chris/?**
  - S1 **Yes. How are you?**
  - S2 **Fine thanks. And you?**
  - S1 **Oh – fine.**



G&W

### 1.13 Language in context/About you

⊗ *Situation: Acquaintance, S1, is telephoning Acquaintance, S2.*

- Telephone rings.*
- S2 (*answering phone*): **/784 9261/.**
  - S1 **Hullo. Is that Mr/Mrs/Miss /Wilson/?**
  - S2 **Speaking. Who is it please?**
  - S1 **It's /Chris Best/ here.**
  - S2 **Ah, Mr/Mrs/Miss /Best/! How are you?**
  - S1 **Fine thank you. And you?**
  - S2 **Very well thank you.**



### 1.14 Language in context/About you

⊙ Situation: Friend, S1, is telephoning Friend, S2, but they don't immediately recognize each other's voices.

Telephone rings.

S2 (answering phone): /074 2189/.

S1 Is that you, /Pat/?

S2 Yes, who is it please?

S1 It's me. /Chris. Chris Best/.

S2 Oh - hullo, /Chris/.



### 1.15 Language in context/About you

⊙ Situation: Friend, S1, asks to speak to Friend, via Acquaintance, S2.

Ⓜ Telephone rings.

S2 (answering phone): /643 2107/.

S1 Is that you, /Pat/?

S2 No, this is /Chris/.

S1 Oh. Is /Pat/ there please?

S2 Yes, just a minute please,

OR No, I'm afraid /he/'s out.



### 1.16 Improvisation

1 Stranger, S1, phones the Magna Hotel and speaks to Assistant, S2. S1 gives /his/ name and assistant asks /him/ to spell it.

2 Friend, S1, phones Friend, S2. S1 recognizes S2's voice and greets /him/, but S2 doesn't recognize S1's voice and asks for identification.

### 1.17 Language in context/About you

⊙ Situation: Acquaintance, S1, has intended to phone Acquaintance, S2, but has dialled the wrong number.

Telephone rings.

S2 (answering phone): /972 2185/.

S1 Hullo. This is /Pat Wilson/ here.

May I speak to Mr/Mrs/Miss /Chris Best/ please?

S2 This is /972 2185/.

S1 Oh - sorry. Wrong number.

S2 That's all right.



### 1.18 Song appendix 1 (p 139)

⊙ Song: Telephone jingle

### 1.19 Pronunciation/Intonation

⊙ Look & 1 S1 Are you **Chris**? S2 No, I'm not. S1 Sorry!

Ⓜ Listen 2 S1 Is your name **Jo**? S2 No, it isn't. S1 Sorry!

Apologies with fall-rise tunes are more polite. When is S1 polite here?

### 1.20 Listening/Note-taking

⊙ Situation: Stranger is dictating a list of surnames followed by telephone numbers. Write what you hear.

### 1.21 Language in context /About you

⊙ Situation 1: Friend is knocking at Friend's door.

S1 (knocking at the door).

S2 Who is it please?

S1 It's me, /Pat/.

S2 Come in, /Pat/.

OR (if inconvenient): Just a minute please, /Pat/.

Situation 2: As above: Acquaintance/Acquaintance.

S1 (knocking at the door).

S2 Who is it please?

S1 It's me. /Pat Wilson/.

S2 Come in, /Pat/ OR Mr/Mrs/Miss /Wilson/.

S1 (if inconvenient): Just a minute please, (/Pat/).



### 1.22 Improvisation

1 Acquaintance, S1, thinks /he/ recognizes Acquaintance, S2, in the street, but it turns out to be a case of mistaken identity.

2 Friend, S1, phones Friend, S2. S1 thinks S2 has answered the phone but it turns out to be someone else (an Acquaintance).

3 Friend, S1, phones Friend, S2. S2 has just answered the phone when Stranger, S3, knocks at the door.

4 Friend, S1, knocks at the door and goes in without waiting for an answer, but Friend, S2, is on the phone.

5 S1, thinks /he/ is speaking to Friend, S2, but has dialled the wrong number.

### 1.23 Active listening

⊙ Task: You're going to hear three dialogues. Decide which picture goes with which dialogue. Write 1, 2 or 3 beside the appropriate picture. After making your choice, role-play the three scenes.



### 1.24 Listening for gist

⊙ Task: You're going to hear three dialogues. Which dialogue goes with the picture below? 1, 2 or 3? After making your choice, role-play the scene.



1.25 Language in context/About you/Active appendix 2(b) (p 134)



- ⊙ Situation: Stranger, S1, is registering at a language school abroad and is speaking to Assistant, S2. Note that S2 listens and writes.
- S2 What's your surname please?
- S1 (It's) /Wilson/.
- S2 How do you spell it please?
- S1 /W-I-L-S-O-N/.
- S2 And your initials please?
- S1 /P. G./
- S2 What's your address please?
- S1 /27 Grafton Street/.
- S2 How do you spell the name of the street/village/town?
- S1 /G-R-A-F-T-O-N/.
- S2 And what's your telephone number please? telephone number
- S1 /786 9460/.
- S2 Thank you Mr/Mrs/Miss Wilson.

surname  
spelling  
initials  
address  
spelling



1.26 Read and respond

- ⊙ Situation: S1 is checking in at an airport. Conduct the exchange with reference to the lists below:

○	ANDREWS, A.D.	BE 286	JOHNSON, M.P.	PA 838
○	BROWN, B.C.	GA 794	MANNING, N.G.	TF 397
○	GARPER, B.H.	LH 621	SHORT, Q.P.	SR 576
○	DAY, P.G.	CS 616	SMITH, R.S.	PK 405
○	EASTWOOD, I.L.	KL 548	FREYER, U.X.	LI 907
○	GREEN, J.K.	AP 519	WHITE, V.W.	JL 490

- S2 What's your name please?
- S1 /Andrews/.
- S2 And your initials?
- S1 /A. D./.
- S2 Flight number?
- S1 /BE 286/.

1.27 Listening/Note-taking

- ⊙ Situation: Stranger is dictating information over the phone. Only write his name and address.

1.28 Pronunciation/Intonation

- ⊙ The last item in a list has a falling tune. Has S2 given all his initials?
- Ⓜ Look & Listen 1 S1 What is your name? S2 Best. B-E-S-T.  
S1 And your initials, please? S2 C.R.L.
- 2 S1 What is your name? S2 Smart. S-M-A-R-T.  
S1 And your initials, please? S2 A. J. . .

1.29 Improvisation



Everyman, S2, has bought a large picture at a department store and wants them to send it to [his] address. Assistant, S1, is taking down particulars.

- S1 Anything else, sir/madam?
- S2 No thank you. Can you send the picture please?
- S1 Yes, of course. What's your name please?
- And continue to cover: spelling, initials, address and telephone number. You may also use these expressions: pardon, thank you, sorry, just a minute please.



... occupation and nationality

1.30 Practice/About you



Theme: Job/profession and nationality.

- 1 S I'm /a student/.
- 2 S I'm not /a student/.
- 3 S1 Are you /a student/?
- 4 S1 What do you do?

Exercises 1 & 2: individual students  
make statements: no S2 response.  
S2 Yes, I am. No, I'm not.  
S2 I'm /a student/.

Job/profession:

- a a shop assistant a teacher a nurse  
a taxi driver a factory worker
- an an actor an actress an engineer  
an office worker an electrician

Nationality:

- English French German Italian  
Spanish American Brazilian  
Mexican Argentinian Japanese

Repeat: I'm /English/ etc. NB No. 4: What nationality are you?

1.31 Improvisation/About you

READER, page 118



Situation: Two Strangers meet at a formal international gathering. They introduce themselves and exchange information about jobs/professions and nationalities.

... origin/domicile/work

1.32 Practice/About you

Theme: Origin, domicile and work.

- 1 S I come from /England/.
- 2 S I don't come from /England/.
- 3 S1 Do you come from /England/?
- 4 S1 Where do you come from?

Exercises 1 & 2: individual students  
make statements: no S2 response.  
S2 Yes, I do/No, I don't.  
S2 (I come from) /England/.

Origin:

- England France Germany Italy  
Spain America Brazil Mexico  
Argentina Japan

Domicile/Work:

- London Paris Berlin Rome  
Madrid Washington Brasilia  
Mexico City Buenos Aires Tokyo

Repeat: 1 I live in /London/ etc. NB No. 4: Where do you live?  
2 I work in /London/ etc. NB No. 4: Where do you work?

1.33 Language in context/About you



Situation: It's the first day at an international language school. Stranger, S1, is introducing /him/self to Stranger, S2. S1 and S2 exchange information.

- S1 Good morning. My name's /Pat Wilson/.
- S2 I'm /Chris Best/.
- S1 Where do you come from?
- S2 I come from /France/. And you?
- S1 I come from /Spain/. Do you live in /Paris/?
- S2 Yes, I do. OR No, I don't. I live in...  
What about you?
- S1 I live in /Madrid/. What do you do?
- S2 I'm /a student/. What about you?
- S1 I'm /a teacher/. Nice to meet you.
- S2 Nice to meet you, too.

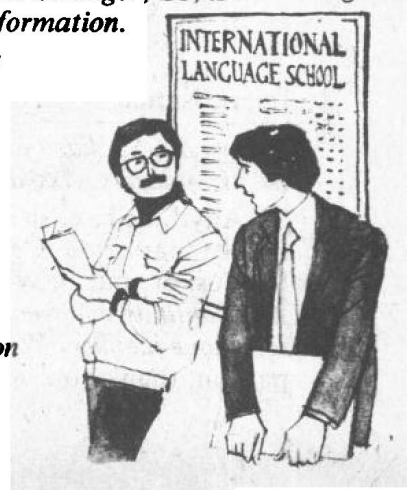
greetings

origin

domicile

job

conclusion



1.34 Listen and speak

☺ Task: Look at the pictures and listen. Respond appropriately to what you hear. Then role-play each scene.



1.35 Game

**Liar:** A student comes to the front of the class and makes true or false statements about /him/self to cover e.g. name, initials, spelling, address, origin, nationality, domicile, job, etc. Members of the class try to detect the lies and interrupt with 'No, it isn't' etc. If the student 'gets away with' more than three lies he has another go. Otherwise someone else takes his place.

1.36 Read and respond



☺

SURNAME \_\_\_\_\_ FIRST NAME(S) \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE NUMBER \_\_\_\_\_ NATIONALITY \_\_\_\_\_ OCCUPATION \_\_\_\_\_

AGE\* \_\_\_\_\_ SEX: MALE  FEMALE  MARITAL STATUS: MARRIED  SINGLE

**Situation 1:** S2, Everyman, has to fill in a form (when e.g. registering at a hotel, going through immigration, hiring a car, etc.). S1, Official, asks questions after receiving the completed form.

S1 Please fill in this form, (sir/madam).

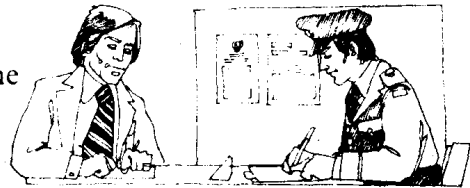
S2 Yes, of course.

S1 Thank you, (sir/madam).

How do you pronounce your name/the name of the street/village/town/city ?

S2 /Wilson/.

S1 /Wilson/. Thank you.



**Situation 2:** S1, Official, fills in the form on S2's behalf and asks questions:

1 What's your name? 2 How do you spell it? 3 What's your first name?

4 How do you spell it? 5 What's your address? 6 How do you spell the name of the street/village/town/city? 7 What's your telephone number? 8 What nationality are you? 9 What do you do? 10 How old are you?\*

11 Are you married or single?

\*Give your real age or a fictitious one.

1.37 Have you heard this one?

☺ Two silly stories: What's your name? and Wrong number!

# UNIT 2 Yourself and others

## ... social greetings

### 2.1 Practice

⊕ Theme: Social greetings.

- 1
- |  |   |
|--|---|
| <p>S1 How are you (today) (this morning) ?<br/>(this afternoon)<br/>(this evening)</p> | <p>S2 <i>Informal</i>: Fine thanks. And you?<br/><i>Formal</i>: (I'm) very well thank you.<br/>And how are you?</p> |
|--|---|
- S1 (*replies appropriately*): (I'm) fine/very well, too, thanks/thank you.
- 
- 2
- |   |   |
|---|---|
| <p>S1 How's your wife husband<br/>mother father ?<br/>sister brother<br/>daughter son</p> | <p>S2 <i>Informal</i>: Fine thanks. And your/wife/?<br/><i>Formal</i>: (She's/He's) very well thank<br/>you. And how is your/wife/?</p> |
|---|---|
- S1 (*replies appropriately*): (She's/He's) fine/very well, thanks/thank you.
- 
- 3
- |   |   |
|---|---|
| <p>S1 How's the family?<br/>How are the children?</p> | <p>S2 They're (<i>appropriate reply and inquiry</i>).</p> |
|---|---|
- S1 (*replies appropriately*).

### 2.2 Language in context/About you

⊕ Situation 1: *Informal: Friend greets Friend in the street.*

- S1 Hullo, /Pat/. How are you /today/?  
S2 **Fine thanks** /Chris/. And you?  
S1 Oh—very well thanks. How's /the family/?  
S2 (They're all) **fine thanks**.  
S1 **Good**. Well, give my love to everyone.  
S2 **Thanks**. And give my love to your /sister/, too. Goodbye.  
S1 **Bye**. See you.



Situation 2: *Formal: Acquaintance greets Acquaintance.*

- S1 Good /morning/ /Mr Wilson/.  
S2 Good /morning/ /Miss Best/. How are you?  
S1 I'm very well thank you and how are you?  
S2 **Fine thank you**. How's your /sister/?  
S1 Very well indeed, thank you, /Mr Wilson/.  
S2 **Please give /her/ my regards**.  
S1 **Thank you**. And give my regards to your /family/, too. Goodbye.  
S2 Goodbye /Miss Best/. Nice to see you.



### 2.3 Pronunciation/Intonation

⊕ S1 and S2 use the same tune. S2 brings 'new information' into his question by making a different word important. What does this tell you about S1?

- Ⓜ Look & 1 S1 How's your son? S2 **Fine thanks**. How's your son?  
Listen E.g: S1 has a son as well. Now do the next one.  
2 S1 How's your brother? S2 **Fine thanks**. How's your sister?

### 2.4 Improvisation

Situation: Friend, S1, phones Friend, S2. Greetings: Hullo, is that you /Pat/? etc. Inquiries about family, regards, goodbye. Repeat Acquaintance/ Acquaintance.



... names/addresses/telephone numbers/jobs

2.5 Practice/About you



Theme: Other people's names, addresses, telephone numbers and jobs.

S1 What's your wife's husband's mother's father's friend's telephone number? sister's brother's neighbour's daughter's son's

S2 It's /621 7846/.

S1 And what's her/his name and address?

S2 It's /Pat Wilson, 24 Grafton Street, London/.

S1 What does she/he do (for a living)?

S2 She's/He's a shop assistant/teacher/nurse/taxi driver/factory worker. an actor/actress/office worker/engineer/electrician.

2.6 Read and respond /Active appendix 2 (p 134)



DIRECTORY

Andrews A.D, 24 Hill Rd. .... Fleet 22886  
Brown B.C, 8 Greenfield Av. .... Alton 83994  
Carter E.H, 97 South St. .... Dorking 81419  
Day F.G, 21 Potters La. .... Woking 60067  
Eastwood I.L, 9 Guildford Pk. Guildford 76783  
Green J.K, 141 Yorktown Dr. .... Ripley 2542  
Johnson M.P, 2 Station Gn. .... Farnham 3947  
Mannering N.O, 77 School Ho. .... Milland 293

CODES

Alton 94  
Dorking 0306  
Farnham 97  
Fleet 9384  
Guildford 92  
Milland 76  
Ripley 92843  
Woking 9282

ABBREVIATIONS

Av = Avenue  
Dr = Drive  
Gn = Garden  
Ho = House  
La = Lane  
Pk = Park  
Rd = Road  
St = Street

Situation: Stranger, S1, is phoning Official, S2 (Directory Inquiries), for information.

Refer to the Directory above and role-play the following:

S2 Directory Inquiries. Which town please?

S1 /Fleet/.

S2 The name of the people?

S1 /Andrews/, (initials) /A. D./

S2 /Andrews, A. D., 24 Hill Road/?

S1 Yes, that's right.

S2 The number is /Fleet 22886/.

S1 What's the code for /Fleet/ please?

S2 It's /9384/.

S1 Thank you. Goodbye.



... origin/domicile/work

2.7 Practice/About you



Theme: Origin, nationality, domicile and work (3rd person).

1 S Tom/Jane comes from /England/.

Exercises 1 & 2: individual students make statements: no S2 response.

2 S Tom/Jane doesn't come from /England/.

S2 Yes, /he/ does./No, /he/ doesn't.

3 S1 Does Tom/Jane come from /England/?

S2 (/He/ comes from) /England/.

4 S1 Where does Tom/Jane come from?

Origin/Nationality:

England/English America/American  
France/French, etc. Brazil/Brazilian, etc.

Domicile/Work:

London Washington  
Paris, etc. Brasilia, etc.

Repeat with: /Tom/'s /English/. etc. /Tom/ lives/works in /London/ etc.