

全新版新世纪走遍美国

会话练习 2

Pam Tiberia
Janet Battiste
Michael Berman
Linda Butler

CONNECT
WITH ENGLISH



北京大学出版社
PEKING UNIVERSITY PRESS

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with **English**

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Pam Tiberia Janet Battiste Michael Berman Linda Butler

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举报电话: (010)62752024 电子信箱: fd@pup.pku.edu.cn

To the Teacher

The primary goal of each *Conversation Book* is to help students develop oral communication skills using the themes found in *Connect with English* as a springboard for classroom discussion. This introduction and the following Visual Tour provide important information on how each *Conversation Book* and the corresponding video episodes can be successfully combined to teach English as a second or foreign language.

LANGUAGE SKILLS:

Each *Conversation Book* has 12 chapters which contain a variety of pair, group, team, and whole-class activities that are based on important issues and ideas from the corresponding video episodes.

The activity types vary with each chapter but generally include an assortment of role-plays, discussions, opinion surveys, games, interviews, and questionnaires. In each chapter, a special two-page section is devoted to longer games, information gaps, and songs from the *Connect with English* soundtrack. Students also have the opportunity to work on special project pages found in appendices in the back of the book. These projects provide students with the opportunity to explore key themes outside of the classroom.

THEMATIC ORGANIZATION:

Events and issues that are familiar and important to all ESL/EFL learners have been purposely included in the *Connect with English* story. These topics were carefully chosen for their relevant cultural content, and they provide a rich context for the communicative activities found in the *Conversation Books*. As students watch the video story and become familiar with the events and characters, the *Conversation Books* provide a framework within which students can freely discuss the ideas presented in each episode. Throughout *Conversation Books 1-4*, students are given the opportunity to explore such varied themes as the following:

- Pursuing Your Dream
- Making Future Plans
- Looking for a Job
- Making New Friends
- Money vs. Love
- Having Fun
- Apologizing
- Making a Difficult Decision
- Gossip
- Divorce and Remarriage
- Regrets
- Anger
- Making Compromises
- Spending Money
- Adulthood
- Best Friends
- Managing Priorities
- Parenting
- Helping Others
- The Death of a Loved One
- Dedication
- Moving
- Holidays
- Life Lessons

PROFICIENCY LEVEL:

The activities found in each *Conversation Book* are designed for use with high-beginning to intermediate students. Special icons are used to identify the difficulty level of each activity in the book. These icons help teachers tailor the activities for the needs of students at different levels of language proficiency.



Arrows pointing up indicate that the difficulty of an activity can be increased.



Arrows pointing down indicate that an activity can be simplified.



Arrows pointing in both directions indicate that the difficulty level of the activity can be either increased or decreased.

Detailed teaching suggestions on modifying each activity are found in the accompanying Instructor's Manual.

OPTIONS FOR USE:

The *Conversation Books* are specifically designed for classroom use. While it is assumed that students have watched the corresponding video episode at least once before attempting the activities in the book, it is not necessary to have classroom access to a TV or VCR. Teachers may choose to show the video during class time, or they can assign students to watch the video episodes prior to class, either in a library, language lab, or at home. Class time can then be used for completion of the activities found in the *Conversation Book*.

Each *Conversation Book* can be used as the sole text in any course that emphasizes oral communication skills. Teachers also have the option of combining the *Conversation Books* with other corresponding texts in the *Connect with English* print package:

- *Video Comprehension Books 1-4* contain a variety of comprehension activities that enhance and solidify students' understanding of main events in the video story.
- *Grammar Guides 1-4* provide multilevel practice in grammar structures and vocabulary items derived from the *Connect with English* video episodes.
- *Connections Readers* (16 titles) offer students graded reading practice based on the *Connect with English* story.
- *Video Scripts 1-4* include the exact dialogue from each of the video episodes and can be used in a variety of ways in conjunction with any of the other texts in the *Connect with English* program.

For additional information on these and other materials in the *Connect with English* program, please refer to the inside back cover of this book.

A VISUAL TOUR OF THIS TEXT

This visual tour is designed to introduce the key features of *Conversation Book 2*. The primary focus of each *Conversation Book* is to help students develop oral communication skills within the context of the *Connect with English* story. *Conversation Book 2* corresponds to episodes 13–24 of *Connect with English*, and it presents an assortment of activities dealing with various aspects of communication, including explaining, questioning, interviewing, reporting, paraphrasing, describing, stating feelings/opinions, and more.

A Bad Day

THEME Sharing Experiences with a Friend

EPISODE 14

THEMES

- Sharing Experiences with a Friend
- Having a Bad Day
- Making a Date

GAME

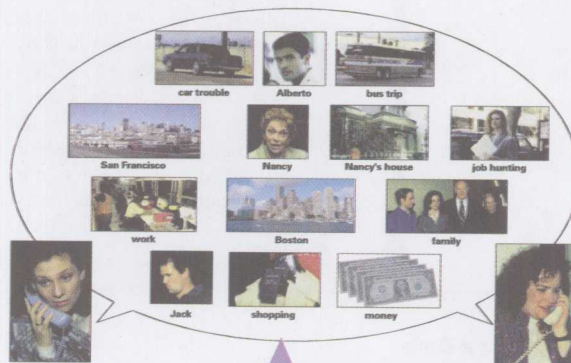
- The Job Interview

OPTIONAL PROJECT

- Looking for a job (Appendix 2)

1 TEAM GAME Page 0 min. 1 min

- Look at the picture below for 20 seconds. Rebecca and Sandy are sharing their experiences on the telephone.
- Close your book. With your teammates, write a list of all the things you can remember from the picture. Use a separate sheet of paper. The team with the most complete list wins.



Episode 14 Page 1

An extensive art program consisting of colorful illustrations and photo stills from each episode creates a visually stimulating environment as the basis for many communicative activities.

A regular feature of the *Conversation Books*, **Ways to Say It** activities introduce students to several common expressions used in daily conversation. Special effort has been made to include high-frequency, natural language which reflects the language used in the video episodes and in everyday speech in the United States and Canada.

Themes drawn directly from the video episodes are listed at the start of each chapter. In Episode 14, activities are based on the themes of Sharing Experiences with a Friend, Having a Bad Day, and Making a Date. A two-page game is devoted to the topic of job interviews, and an optional project encourages students to research different methods of finding a job.

Multilevel Activities

Special icons are used to show the difficulty level of each activity in the book. These icons are designed to help teachers tailor the activities to the needs of a multilevel group of students. An arrow pointing up indicates that the difficulty of an activity can be increased, while an arrow pointing down indicates that an activity can be simplified for lower-level students. Arrows pointing in both directions indicate that the activity can be adjusted in either direction. Detailed teaching suggestions for how to change the level of each activity in *Conversation Book 2* are included in the accompanying Instructor's Manual.

2 PARTNER INTERVIEW

partner's name _____

- Rebecca and Angela talk about finding jobs. They share their experiences. Who do you share experiences with?
- For each situation below, check (✓) the people you tell about this experience.
 - Ask your partner this question: *Who do you tell about money and your personal finances?* Write your partner's answers in the chart. Discuss any answers that are different.

Who do you tell about...	YOU			YOUR PARTNER		
	friends	co-workers	family	friends	co-workers	family
1. money and your personal finances?						
2. your love-life and romances?						
3. family secrets and stories?						
4. things that happen at work?						
5. personal problems?						
6. funny things that happen to you?						

THEME Having a Bad Day

3 PARTNER WAYS TO SAY IT

partner's name _____

In this episode, Rebecca tells Angela about her terrible day. Angela feels bad for Rebecca. Angela is sympathetic. Here are some expressions that show sympathy:

That's too bad.	I'm sorry to hear that.	That's tough.
What a shame.	Oh no! Are you OK?	What bad luck.

Work with a partner. Look at the situations below. Take turns. One person chooses a situation. The other person chooses an expression to show his/her sympathy. Then, make up your own situation.

EXAMPLE Student A: I had a car accident today. Student B: Oh no! Are you OK?

Situations	Expressions
1. My dog ran away.	_____
2. I lost my job.	_____
3. I didn't get accepted by a school.	_____
4. I got a speeding ticket.	_____
5. Your situation:	_____

Episode 14 Page 2

Activity bars identify the start of each numbered activity and indicate whether the activity is designed for pairs, groups, teams, or whole-class participation. Descriptors such as **Discussion**, **Interview**, or **Role-Play** alert teachers to the type of activity that follows.

4 PARTNER INTERVIEW partner's name _____

When you have a bad day, what helps you feel better?

A. Check (✓) the things that help you feel better. Under Details, write more specific information about what you do to feel better.

B. Ask your partner this question: Does *relaxing* help you feel better? Check (✓) your partner's answers. Find out the details and write them down.

EXAMPLE	Does help you feel better?	Yes	No	Details
	relaxing	✓		I listen to soft music.

Does help feel better?	YOU			YOUR PARTNER		
	Yes	No	Details	Yes	No	Details
relaxing						
eating						
exercising						
talking						
being alone						

C. Ask your partner this question: *What else helps you feel better?*
Write your partner's answer here.

What About You?

- Can you remember a bad day in your life? What happened?
- Did anything help you feel better?
- Did you ever help someone else who had a bad day? What did you do?

Spaces that allow students to indicate partner name, group number, and team number make it easier for students and teachers to keep track of student collaborations. Group and team numbers are also useful when different groups are asked to compare and contrast survey or discussion results with one another.

What About You? activities provide open-ended questions that encourage students to express their personal feelings and opinions as they relate to the themes presented in the story. These activities create a springboard for more sophisticated discussions among students who are at higher levels of oral proficiency. **What About You?** activities can also be used as optional writing assignments.

Variety of Activity Types

Each chapter contains a variety of activity types that feature different student combinations and communicative objectives. For example, Activity 4 features an interview about bad days, Activity 5 asks partners to perform a role-play, and Activity 6 features a group discussion on opinions related to making dates.

THEME Making a Date

5 PARTNER ROLE-PLAY partner's name _____

Work with a partner. Practice making a date with a friend. Call your partner on the phone. Act out the conversation. Use the phrases below for help. Then, switch roles.

Ways to ask for a date: Are you free *tomorrow night/Saturday*...? Would you like to *have lunch with me/see a movie/come to a party*...?

Ways to accept a date: That sounds like fun. Yes, I'd like that.

Ways to reject a date: I'm sorry, but I can't. I'm afraid I already have plans.

Ways to end the conversation: Great! Can I *pick you up/meet you somewhere*...? OK, then. Maybe another time. Good-bye.

6 GROUP DISCUSSION group number _____

A. How do you feel about making a date? Read the sentences below and check (✓) I agree or I disagree.

	I agree	I disagree
1. It's OK for a woman to ask a man for a date.	_____	_____
2. A person should call at least a week in advance to make a date.	_____	_____
3. The person who makes the date should have a plan for the date.	_____	_____
4. The person who makes the date should pay for everything.	_____	_____
5. If a person says "no" to your invitation, you shouldn't ask him or her for a date again.	_____	_____
6. It's OK to ask a person on a date, even if he or she already has a boyfriend or girlfriend.	_____	_____
7. It's OK to make a date with someone who is older than you.	_____	_____

B. Discuss the answers to these questions with your group.

- Which statements does everyone agree with?
- Are there any statements that everyone disagrees with?
- Are you surprised by any of your group members' answers? If so, ask these questions: Why do you think that? or Could you explain that?

EPISODE 14 PAGE 4

Two-Page Activity

Each episode contains an extended theme which is covered in a longer, two-page activity. These themes are developed into games, information gaps, or activities based on songs from the *Connect with English* soundtrack.

This two-page game, "The Job Interview," is based on Rebecca's job interview experiences in San Francisco. In this game, students are involved in the creation of the game cards. This participation simultaneously increases motivation and reviews important concepts and vocabulary related to the story.

Step-by-step explanations and clear, concise examples provide necessary structure and format as students prepare and create game cards. Game instructions are presented in an organized fashion that takes students through each step of play.

GAME The Job Interview

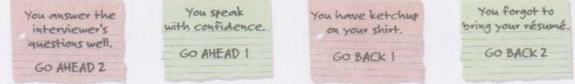
7 GROUP GAME

You're going for a job interview. If you do and say the right things—and you have good luck—you'll get the job!

Get Ready to Play

Step One
Divide into groups of two to four players. Each group of players will need a coin.

Step Two
Each player will need a piece of paper. Cut (or fold and tear) the paper into six or more pieces. These will be the game cards. Game cards look like this:



Each player will need to make three GO AHEAD cards and three GO BACK cards. Make them for one or two spaces. You can work alone or with others to think of ideas for the game cards. Here are some examples:

Topics for cards	GO AHEAD...	GO BACK...
a. How you look	You are well dressed.	Your hair is very messy.
b. How you speak	You speak clearly.	You speak too softly.
c. How you act	You seem serious about the job.	You are chewing bubble gum.
d. Your application or résumé	Your résumé is very neat.	Your application is incomplete.
e. Your experience or references	You have excellent references.	You have no work experience.

Step Three

Shuffle the game cards, and put them in a pile face down on the table. Turn to the game board on page 6. Cut out the markers on Appendix 13. Put the markers on START.

Play the Game

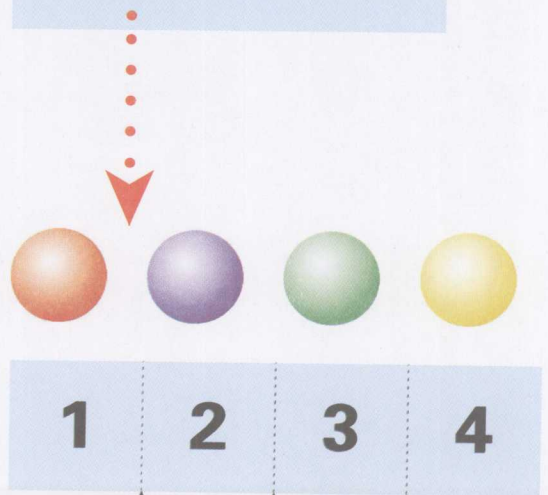
- Decide who will go first. That player tosses the coin. If the coin lands heads up, that player moves ahead one space. If the coin lands tails up, that player moves ahead two spaces.
- If there is something written on the space where you land, read it aloud. Follow the directions. You might have to move ahead, move back, or draw a card.
- If you draw a card, read it aloud. Follow the directions on the card. You can draw only one card on each turn.
- If the card tells you to go AHEAD or BACK to a space, move your marker and stay there. Don't follow the directions on that space. Wait for your next turn.
- If you land on a FREE space, stay there and wait for your next turn.
- The next player tosses the coin, and play continues.
- The first person to reach YOU'RE HIRED! gets the job and wins the game.

EPISODE 14 PAGE 5

GAME The Job Interview

EPISODE 14 PAGE 6

Each book contains colorful game boards that are removable, making them easy for students to use on a desk or tabletop. Game pieces and markers for students to cut out and use are found in Appendix 13 at the back of the book.



Cut out die. Fold here and tape together.

Project Page

Optional project pages correspond to each episode and are found in appendices located at the back of the book. Project pages contain research-oriented activities or community surveys and polls based on important themes from each episode. These projects reinforce the communicative nature of the *Conversation Books* and invite students to expand their learning and conversation to areas beyond the classroom environment.

On this project page, students use newspapers to find out what kinds of jobs are listed in the employment section. Project pages throughout the *Conversation Books* encourage students to use a variety of research tools, including books, encyclopedias, newspapers, magazines, almanacs, and the Internet.

In this community survey, students interview people from outside the class in order to determine different methods of finding a job. As students gather information, they are often asked to synthesize their findings with those of their classmates in order to gain a complete understanding of the theme.

EPISODE 14

PROJECT Looking for a Job

1

PARTNER

RESEARCH

partner's name _____

Work with a partner. Get a newspaper. Find the employment section of the classified ads. Look for ads for the jobs listed below. Check (✓) the ones you find.

<input type="checkbox"/> accountant	<input type="checkbox"/> electrician	<input type="checkbox"/> nurse
<input type="checkbox"/> artist	<input type="checkbox"/> engineer	<input type="checkbox"/> receptionist
<input type="checkbox"/> bank teller	<input type="checkbox"/> farm worker	<input type="checkbox"/> salesperson
<input type="checkbox"/> chef	<input type="checkbox"/> librarian	<input type="checkbox"/> social worker
<input type="checkbox"/> computer programmer	<input type="checkbox"/> manager	<input type="checkbox"/> tutor
<input type="checkbox"/> dishwasher	<input type="checkbox"/> model	<input type="checkbox"/> waiter

2

GROUP

INTERVIEW

group number _____

A. Divide into groups. Each member of the group will find three people to interview outside of class. Ask this question: *What is your job now?* Write the answer in the chart.

B. Then ask this question: *How did you find your job?* Read the choices in the chart below.

C. Check (✓) their answers on the chart. If their answer is not in the chart, write it in under "Other."

D. Compare your information with that of the other people in your group. What is the most common way to find a job?

The job	Classified ads in the newspaper	An employment agency	The employer's personnel office	People you know	Other
EXAMPLE cake baker and decorator					✓ I opened my own business.

APPENDIX 2 EPISODE 14 PROJECT

Table of Contents

TO THE TEACHER v
A VISUAL TOUR vii

	THEMES	TWO-PAGE ACTIVITY	OPTIONAL PROJECT
EPISODE 13 <i>JOB HUNTING</i>	<ul style="list-style-type: none"> • Giving Directions • International Food • Using Computers 	INFORMATION GAP: READING BULLETIN BOARDS	Culture Shock (Appendix 1)
EPISODE 14 <i>A BAD DAY</i>	<ul style="list-style-type: none"> • Sharing Experiences with a Friend • Having a Bad Day • Making a Date 	GAME: THE JOB INTERVIEW	Looking for a Job (Appendix 2)
EPISODE 15 <i>A NIGHT OUT</i>	<ul style="list-style-type: none"> • Giving Compliments • A First Date • Making Suggestions 	SONG: GO TO SLEEP	Tourist Attractions (Appendix 3)
EPISODE 16 <i>FIRST DAY OF CLASS</i>	<ul style="list-style-type: none"> • Studying with Friends • The First Day of Class • Not Understanding the Teacher 	GAME: MAKING NEW FRIENDS	Working with Children (Appendix 4)
EPISODE 17 <i>CASEY AT THE BAT</i>	<ul style="list-style-type: none"> • Sending and Receiving Flowers • Filling Out Forms • Casey at the Bat, A Famous Poem 	INFORMATION GAP: SPELLING	Poetry (Appendix 5)
EPISODE 18 <i>THE ART GALLERY</i>	<ul style="list-style-type: none"> • Titles of Art Work • Appreciating Art • Money vs. Love 	GAME: SELLING SOMETHING OF VALUE	Going to an Art Gallery (Appendix 6)

EPISODE 19
THE PICNIC

- Having Fun
- Bad Behavior
- Going on a Picnic

INFORMATION GAP:
GETTING CLOSE TO
SOMEONE

Team Games
(Appendix 7)

EPISODE 20
PREJUDICE

- Apologizing
- Teaching Children Right from Wrong
- Appreciating Differences

INFORMATION GAP:
PREJUDICE IN THE U.S.

Greeting Cards
(Appendix 8)

EPISODE 21
A DIFFICULT DECISION

- A Daily Schedule
- Being Stubborn
- Missing a Friend

GAME:
SOLVING PROBLEMS

Making Decisions
(Appendix 9)

EPISODE 22
GUITAR LESSONS

- Marriage
- Accepting a Gift
- Children and Homework

INFORMATION GAP:
FAVORS FOR FRIENDS

Television
(Appendix 10)

EPISODE 23
THE RETIREMENT PARTY

- Moving Away
- Disciplining Children
- Retirement

GAME:
GOSSIP

International Celebrations
(Appendix 11)

EPISODE 24
THE PHONE CALL

- Parties
- Cheer Up!
- Bad News

GAME:
MAKING A TOAST

Dancing
(Appendix 12)

APPENDICES 1-12
APPENDIX 13**OPTIONAL PROJECT PAGES, EPISODES 13-24**
MANIPULATIVES

Job Hunting

EPISODE

13

THEMES

- Giving Directions
- International Food
- Using Computers

INFORMATION GAP

- Reading Bulletin Boards

OPTIONAL PROJECT

- Culture Shock
(Appendix 1)

THEME Giving Directions

1

PARTNER

WAYS TO SAY IT

partner's name



In this episode, Nancy gives Rebecca directions to the bus stop. She says, "Take a right. Go two blocks. You'll see the bus stop."

Here are some other useful phrases for giving directions:

Turn (take a) right/left at the corner.

Keep going until you see the bakery.

It's near the school.

Go straight for three blocks.

It's across from the library.

It's on the corner.

Go down 2nd Ave. until the lights.

It will be on your right/left.

With a partner, take turns asking for and giving directions to the buildings on the map above. Use the phrases in the box.

EXAMPLE Student A: How do I get to Tempo Records?

Student B: Go straight on Central Avenue for three blocks. Turn left at University Avenue. Keep going straight. Tempo Records will be on your left. It's across from Cool Mo's Bakery.

Divide into groups. One person gives directions to a building on the map on page 1. The first person to find the building wins. The winner gives directions to the next place.



1. Do you get lost easily?
2. Where did you get lost recently?
3. Do you prefer to ask directions or read a map?

THEME International Food



Chinese _____



French _____



American _____



Japanese _____



Mexican _____



Italian _____



German _____



Indian _____

In this episode, Melaku makes a special Ethiopian meal for Rebecca and the others.

- A. Look at the pictures above. Do you eat any of these international foods? Put a check (✓) next to the ones you've tried.
- B. Answer these questions. Then ask a partner. Write your partner's answers.

	You	Your partner
1. Which kind of food is your favorite?		
2. Which kind of food is your least favorite?		
3. Which food do you eat the most often?		
4. Which food do you never eat?		
5. Do you have a favorite kind of food that is not on this page?		
What is it?		

partner's name _____

- A. Write about your favorite meal. It can be from your country, or it can be any kind of international food that you like. Then, tell your partner about this meal.

EXAMPLE My favorite meal is macaroni and cheese.
It's made with cheese, pasta, milk, and butter.
It's served hot.
I eat it for dinner.
I like to eat green beans or beets with it.

Your favorite meal

My favorite meal is _____ . I eat it for _____ .
It's made with _____ . I like to eat _____ with it.
It's served hot/cold.

- B. Listen to your partner describe his or her favorite meal. Write what your partner says in the lines below.

Your partner's favorite meal

His/her favorite meal is _____ . He/she eats it for _____ .
It's made with _____ . He/she likes to eat _____ with it.
It's served hot/cold.



1. What do you normally eat for breakfast?
2. Which foods do you like to cook?
3. Which common foods do you dislike?

THEME Using Computers

partner's name _____

In this episode, Rebecca needs computer skills in order to get the job she wants.

- A. How often do these people use computers at work? Write each job in one of the three categories below. Compare your answers with those of a partner.
- B. Pick three jobs. Tell your partner what a computer is used for in each job.

factory worker	teacher	secretary	architect	airplane pilot
telephone operator	doctor	lawyer	bus driver	engineer
car mechanic	librarian	carpenter	writer	photographer

Sometimes

Often

Very often

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How do you feel about using computers?

- A. If you use a computer, answer the questions in *Survey A*. If you don't use a computer, answer the questions in *Survey B*. Check (✓) your answers.
- B. Form a group with other people who have answered the same survey questions. Answer the discussion questions together. Share your results with the class.

Survey A		
	Yes	No
1. I use a computer at work.		
2. I use a computer at home.		
3. I think computers are fun.		
4. I use computers to play games.		
5. I keep important information on my computer.		
6. I know a lot about computers.		
7. I use a computer for the Internet.		

Discussion questions—Survey A

- Where do more people use computers—at home or at work? _____
- How many people use a computer to play games?

- How many people use the Internet? _____
- Who uses a computer the most in your group?

Survey B		
	Yes	No
1. I'm interested in computers.		
2. I need a computer.		
3. I don't need a computer.		
4. I don't like computers.		
5. I'm afraid of computers.		
6. I <i>have</i> to learn how to use a computer.		
7. I <i>want</i> to learn how to use a computer.		

Discussion questions—Survey B

- Who is interested in computers? _____
- How many people need a computer? _____
- How many people want to learn how to use a computer? _____
- Are more people *interested in* computers or *afraid of* computers? _____

INFORMATION GAP Reading Bulletin Boards

7

PARTNER

INFORMATION GAP

partner's name _____

STUDENT A

Work with a partner. One of you works on this page. The other works on page 6. Don't look at your partner's page.

In this episode, Rebecca looks on a bulletin board for job openings. Each of the bulletin board messages below is missing some important information.

Your partner has the information you need in order to complete each message.

Ask your partner these questions:

- What's the position?
- What are the hours?
- Who do I contact?
- What are the requirements?

Write the missing information in the spaces below.

<p>HELP WANTED</p> <p>Position: _____</p> <p>Hours: <i>EVENINGS</i></p> <p>Contact: <i>CALL 555-1151</i> <i>— ASK FOR JOHN.</i></p> <p>Requirements: _____</p>	<p>HELP WANTED</p> <p>Position: <i>Cook at</i> <i>College Dining Hall</i></p> <p>Hours: <i>Full-time</i></p> <p>Contact: <i>Sherry,</i> <i>Manager</i></p> <p>Requirements: _____</p>	<p>HELP WANTED</p> <p>Position: <i>Tour Guide</i></p> <p>Hours: _____</p> <p>Contact: <i>Bay City Tours</i></p> <p>Requirements: <i>Must know</i> <i>city of San Francisco,</i> <i>tourist attractions.</i></p>	<p>HELP WANTED</p> <p>Position: <i>Female Singer</i></p> <p>Hours: <i>Weekend</i> <i>evenings</i></p> <p>Contact: _____</p> <p>Requirements: <i>Must</i> <i>play guitar and</i> <i>sing pop music.</i></p>
<p>HELP WANTED</p> <p>Position: <i>RECEPTIONIST</i></p> <p>Hours: _____</p> <p>Contact: <i>MR. GLEASON</i> <i>AT BENDER ASSOCIATES</i></p> <p>Requirements: <i>MUST</i> <i>HAVE GOOD TYPING</i> <i>AND COMPUTER SKILLS.</i></p>	<p>HELP WANTED</p> <p>Position: _____</p> <p>Hours: <i>Mornings only,</i> <i>Wed-Sat</i></p> <p>Contact: <i>Susan at</i> <i>555-8759</i></p> <p>Requirements: _____</p> <p><i>Must have a car.</i></p>	<p>HELP WANTED</p> <p>Position: <i>Waiter / Waitress at</i> <i>Derby's 24 Hour Restaurant</i></p> <p>Hours: <i>8 am - 4 pm</i> <i>Saturdays and Sundays</i></p> <p>Contact: <i>Manager at</i> <i>Derby's, 623 Lake Street</i></p> <p>Requirements: _____</p>	<p>HELP WANTED</p> <p>Position: _____</p> <p>Hours: <i>12 HOURS</i> <i>PER WEEK</i></p> <p>Contact: <i>MARVIN, ROOM 602,</i> <i>S.F. COLLEGE OF MUSIC</i></p> <p>Requirements: <i>MUST</i> <i>HAVE PREVIOUS</i> <i>TEACHING EXPERIENCE.</i></p>

8

PARTNER

DISCUSSION

With your partner, choose the best jobs for Rebecca. Circle them. Discuss your answers with the rest of the class.

INFORMATION GAP Reading Bulletin Boards

7

PARTNER

INFORMATION GAP

partner's name _____

STUDENT B

Work with a partner. One of you works on this page. The other works on page 5. Don't look at your partner's page.

In this episode, Rebecca looks on a bulletin board for job openings. Each of the bulletin board messages below is missing some important information.

Your partner has the information you need in order to complete each message.

Ask your partner these questions:

- What's the position?
- What are the hours?
- Who do I contact?
- What are the requirements?

Write the missing information in the spaces below.

The bulletin board contains the following notices:

<p>HELP WANTED</p> <p>Position: MALE SINGER FOR A ROCK BAND</p> <p>Hours: _____</p> <p>Contact: CALL 555-115! —ASK FOR JOHN.</p> <p>Requirements: BRING TAPE.</p>	<p>HELP WANTED</p> <p>Position: _____ at College Dining Hall</p> <p>Hours: Full-time</p> <p>Contact: Sherry, Manager</p> <p>Requirements: Must have 1 yr. experience.</p>	<p>HELP WANTED</p> <p>Position: Tour Guide</p> <p>Hours: hours vary, mostly weekends</p> <p>Contact: Bay City Tours</p> <p>Requirements: _____</p>	<p>HELP WANTED</p> <p>Position: _____</p> <p>Hours: Weekend evenings</p> <p>Contact: Call Mick at 555-5131</p> <p>Requirements: _____</p>
<p>HELP WANTED</p> <p>Position: RECEPTIONIST</p> <p>Hours: MON-FRI, 9-5</p> <p>Contact: _____ AT BENDER ASSOCIATES</p> <p>Requirements: MUST HAVE GOOD TYPING AND COMPUTER SKILLS.</p>	<p>HELP WANTED</p> <p>Position: Baby Sitter</p> <p>Hours: Mornings only, Wed-Sat</p> <p>Contact: Susan at 555-8759</p> <p>Requirements: _____</p>	<p>HELP WANTED</p> <p>Position: Waiter / Waitress at Derby's 24 Hour Restaurant</p> <p>Hours: _____</p> <p>Contact: Manager at Derby's, 623 Lake Street</p> <p>Requirements: none - will train new employees.</p>	<p>HELP WANTED</p> <p>Position: GUITAR TEACHER</p> <p>Hours: _____</p> <p>Contact: MARVIN, ROOM 602, S.F. COLLEGE OF MUSIC</p> <p>Requirements: MUST HAVE PREVIOUS TEACHING EXPERIENCE.</p>

8

PARTNER

DISCUSSION

With your partner, choose the best jobs for Rebecca. Circle them. Discuss your answers with the rest of the class.