

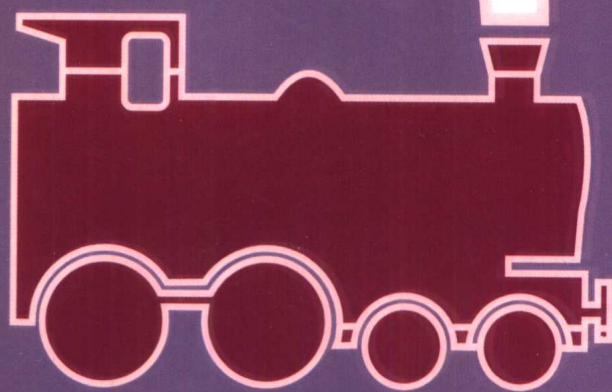
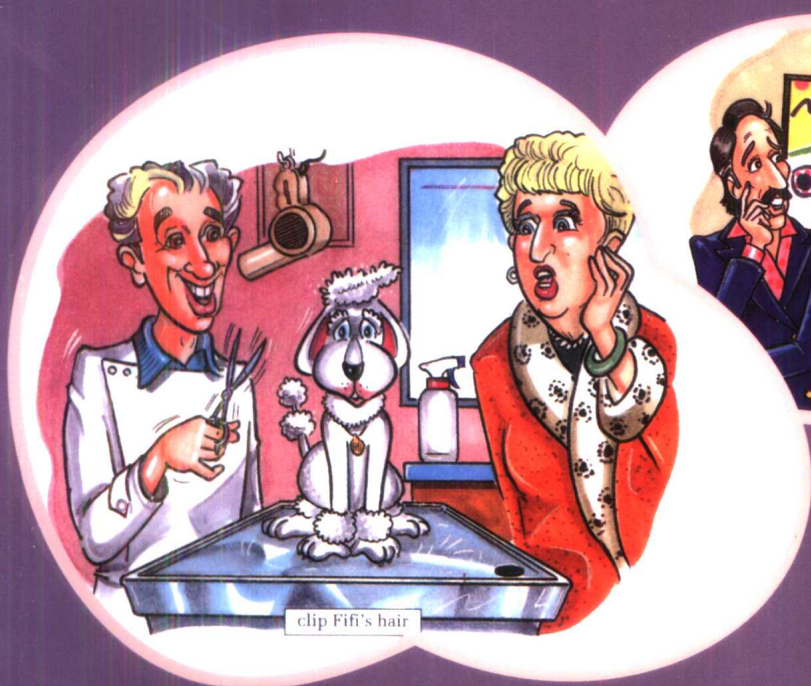


COMMUNICATOR

朗文高级口语

学生用书

II



Pearson
Education

Steven J. Molinsky
Bill Bliss



中国电力出版社



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江苏工业学院图书馆
藏书章

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朗文高级口语

学生用书 II

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出版者的话

加入世贸和成功申奥对我国的英文教学提出了更高要求,英语交际能力的重要性日益凸显。新的英语课程标准也提出:教学要突出学生主体,强调从学生的兴趣、经验和认知水平出发,力改过分重视语法、词汇讲解的做法;要把学生实际运用语言的能力放在首要位置。经反复比较,我们引进了全套可以高效突破英语听说瓶颈的朗文口语系列教程。

这套教程是久负盛名的朗文公司近年来的重点图书,作者Molinsky是世界级的著名语言学家,长期致力于非英语国家的英语教学研究,影响极大。一套好教材,衡量标准有两个:教什么(这并不单是教师的问题),怎么教。我们认为,这套口语教程在What to teach和How to teach上的经验值得大力推广。

What to teach 作者创造性地在传统方法和革新方法之间建立起有效的平衡,在每册由浅入深的典型对话中循序渐进地融入语法结构,既避免了句型训练的机械单调,又弥补了情景对话中语法学习的不足。人们习惯于把应试教育和素质教育对立起来,但实际上,一个能够把“所学”融会贯通地变成“所用”的学生,在考场上也绝不会让人失望。本书将告诉你:应试教育和素质教育并不完全冲突。

How to teach 作者一再强调本套教材的核心方法:student-centered, interactive (以学生为中心,互动式),与新课程标准倡导的“突出学生主体,尊重个体差异”、“通过感知、体验、实践、参与和合作等方式实现‘任务型’教学”的教学理念完全一致。

另外,教材难度设计科学,各级之间的内容、功能表达和语法知识在复现中加以提高,让学习者在循环往复中自然而然地克服惰性,不知不觉就掌握了内容,令人叹服。

目前出版的该口语系列教程分为基础篇、中阶篇和高级篇:

基础篇(*FOUNDATIONS*)分两级,提供日常生活场景中所需的最基本的词汇、语法,通过充满活力的互动练习与活动构筑基础,培养基本的听说读写技能,是专门为中阶篇设计的前导式用书,供口语初学者使用。

中阶篇(*ExpressWays*)分4级,谈话内容逐渐加深,既有在家庭、学校、单位、交际场合与亲友的轻松交流,也有与服务对象、专家、招聘人员的正式面谈,学完后可达到英美国家 General Educational Development 的交际水准,供程度较好的中学生、大学低年级学生和同等程度的读者选用。

高级篇(*COMMUNICATOR*)分两级,延续前两篇的风格,继续提高训练难度,创造应用的宽广空间,帮助读者达到在英语环境下轻松交流、无障碍沟通的境界,是*ExpressWays*的升华产品,供大学高年级学生、研究生和出国者使用。

三篇环环相扣,循序渐进,结构完备,体系科学,给英语学习者提供由浅入深、渐入佳境的整套解决方案。清华大学和其他高校的英语专家、教授参与了教程的注解和审定工作,相信读者必定能从中获得教益。

为了发挥这套口语教程应有的“威力”,此系列各篇的每一级除了学生用书外,均配备了练习与测试用书、教师用书及录音磁带,以备选用。

这套高级篇——《朗文高级口语》(*COMMUNICATOR*)包括学生用书 I、II 两册,每册配两盘磁带;辅导与练习 I、II 两册;教师用书 I、II 两册。

我们诚恳地期待广大师生和读者在使用过程中提出修改意见和建议,以便再版时进一步完善。

中国电力出版社世纪东方外语部

《朗文高级口语》是供中等英文程度的学生和成人使用的综合性口语教程。它专门为接触了中级语法基础知识并已掌握日常英语用法的学习者设计编写,并在此基础上强化提高,帮助他们获得有效地交流所需的高级语言技巧。《朗文高级口语》在突出情景交际的同时,还有机地融入了语法知识和交际话题。

交流的三要素:功能、形式和内容

《朗文高级口语》强调生动的、交际型的实践,使学生能够投入到取自生活真实场景的互动学习中去。每课都提出了一个或几个交际功能语句、贴切地表达这些功能所用到的语法以及可供学生运用这些功能和语法的课文与情景。交际功能、语言形式和语言内容这三要素的有机结合是本书每课所遵循的原则,同时也是《朗文高级口语》实用的教学大纲的基础。

通过对各种相关题材课文的学与练,《朗文高级口语》使学生能够更为灵活、自由地运用语言。这些题材包括:日常交际、学校生活、就业、家庭生活和社会生活等,将帮助学生在不同的场合使用地道的语言表达方式。从求职面试、接待顾客或与权威人士交谈时所使用的正式语言,到和家人、同事、朋友聊天时所使用的日常用语都有所涉及。

本教程的一大特色在于教授你交谈的技巧,其内容包括怎样选择话题、打开话题,怎样得体地打断他人的谈话和表达犹豫,以及要求对方重复话语等其他的谈话技巧。

使用说明

开篇图片

每一章的首页都会有两张描绘此章主要话题场景的图片。学生们可以通过图片预先设想其中人物的身份和他们将要谈论的内容。通过这种方式,学生们将有机会和其他人交流自己已掌握的知识,同时也能将本章将要讲述的内容和他们自身的生活经历联系起来。

导入式对话

导入式对话是包含了《朗文高级口语》的核心知识点的对话和练习。每一课都以一段描述日常生活场景的对话范例作为开始,引出至少一种交际功能及其所需的表达结构。范例对话中的关键性表达方式都用黑体或脚注的形式标出。在紧随其后的对话练习当中,学生可以在范例框架中填入新内容来进行新的对话练习。

学生自创对话

每课课后都附有一些开放式练习,为学生提供了开拓思路并表达自己想法的交流机会。学生可以围绕本课所讲的主题,使用文中提供的替换表达,根据自身的经历、看法和想象来创建新的对话。每课的最终目标是:使学生能够运用课文中提供的功能表达,进行创造性的自如交流。

后续练习活动

本部分为课堂教学和学生自学提供了丰富的同步练习和活动方案:

- Function Check 功能检查

围绕本章的功能表达,提供复习和强化练习。

- Grammar Check 语法检查

就课文导入式对话中的主要语法结构展开练习。

- Listening Exercises 听力练习

以提高交际能力为中心, 为学生提供精听练习。

- InterChange 各抒己见

该活动使学生能将课文中所涉及到的知识与自己的实际生活相结合。

- InterCultural Connections 文化交融

提供更多对文化差异进行比较的机会。

- In Your Own Words 写作与讨论

围绕各章所提及的话题进行写作和讨论的训练。

- InterView 访客练习

鼓励学生进行与现实生活一样的互相访问练习。

- InterAct! 互动式练习

进行角色扮演游戏, 以加强合作学习的练习。

- Reading 阅读练习

各章都提供了可以强烈激发学生兴趣的阅读片段, 十分适合于课堂讨论。同时, 这些阅读材料都配有磁带, 可作为课后听力练习。

替换练习

每章的结尾为学生提供创造和参与“角色扮演”活动的机会。每个活动都有一个范例, 学生可以此为基础, 开展练习与自创对话。应鼓励学生大胆地按照自己的所思所想进行创新, 并运用新鲜词语进行自由改编和范例扩展。

轻松驿站

每隔三章就有一次“自由角色扮演”, 其目的是为了复习和总结前三章所学过的常用表达方式和交流技巧。学生将看到八个不同的场景, 让学生来决定人物的身份和他们所要谈论的内容, 并根据自身对场景、人物、内容和特定环境的理解即兴完成对话。这些即兴创作可以促进学生对前几章所学内容的吸收理解, 并将其提升到灵活运用的高度。

注释参考

- 章末总结——该章所有功能表达列表。
- 语言文化注释——在附录中对每课的课文和部分练习所涉及的语言、语法及文化作了注释。
- 功能与交际技巧库——列出了各章课文中所有的功能表达。
- 索引——便于查找文中的功能表达和语法知识。

总之, 我们期望带给学生积极交流、意义明确、生动活泼的功能英语实战方法, 以及这种交际能力所需要的坚实的语法基础。在介绍本教程的同时, 我们也希望传达这样一种理念: 学习交际英语, 可以真正地互动互进, 可以贴近生活, 而且其乐无穷!

斯蒂芬·J·莫林斯基

比尔·比利斯

To the Teacher

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 want 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

Components of a Communicator Lesson

I'd Much Rather See a Movie



(1) Would you like to
Would you prefer to
Would you rather
Do you want to

(2) I'd prefer to
I'd rather
I'd like to

(3) I (really) don't feel like
_____ing.
I'm not (really) in the
mood to _____
I'd (really) prefer not to _____

stay home or see a movie?

A. Would you like to ⁽¹⁾ stay home or see a movie?
B. I think I'd prefer to ⁽²⁾ stay home. How about you?
A. Well, to be honest, I really don't feel like staying home. ⁽³⁾
I'd much rather see a movie. Is that okay with you?
B. Sure. We haven't seen a movie in a long time.



1. eat at home or at a restaurant?



2. swim at the beach or in the pool?



3. walk home or take a taxi?



4. watch the game on TV or go to the stadium?



5. put Rover in the kennel or take him on vacation with us?

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

- () 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.
- / 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!
- 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.
- 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.

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1

INVITATIONS OBLIGATIONS LEAVE TAKING



One of these high school students is inviting the other to do something this weekend. Which person do you think is making the invitation? What do you think they're saying to each other?



Susan and Patricia bumped into each other on the street a short time ago, and they've been talking for a while. Now they're finishing their conversation. What do you think they're saying to each other?

Would You Like to Go to the Zoo?



go to the zoo

(1) Would you like to _____?
How would you like to _____?
Do you want to _____?
Would you be interested in _____ing?
Let's _____.

(2) I'd love to.
I'd like to.
I'd like that.
That sounds like fun.
That sounds great/
terrific/wonderful.
That would be great/
terrific/wonderful.
I'd be happy to/glad to.

[stronger]
I'd be delighted to/
thrilled to.

- A. **Would you like to**⁽¹⁾ go to the zoo this Sunday?
B. **I'd love to.**⁽²⁾ I haven't gone to the zoo in a long time.
A. Me neither. That's why I thought going to the zoo might be a nice idea.



1. see a ballgame



2. play basketball



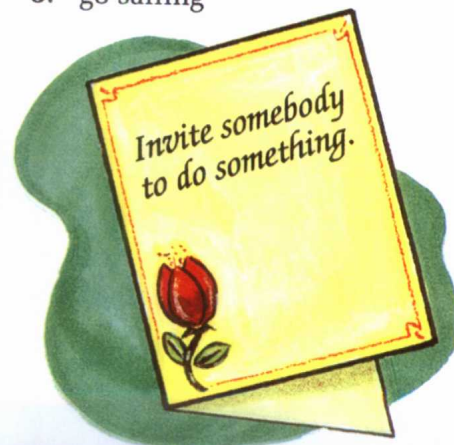
3. go sailing



4. take a ride in the country



5. pick strawberries



Check-Up

Listening: *What's the Meaning?*

Listen and choose the answer that is closest in meaning to the sentence you have heard.

1. a. Howard likes tonight's theater.
b. How would you like to meet her tonight?
c. Do you want to go to the theater this evening?
2. a. I thought about going canoeing this afternoon.
b. Would you like to go canoeing this afternoon?
c. Who's going canoeing this afternoon?
3. a. The sound is terrific.
b. Pat had a terrific idea.
c. That would be great.
4. a. It's been a while since I've gone to a hockey game.
b. I haven't played hockey in a long time.
c. I haven't played soccer in a while.
5. a. You're crazy to travel around the world.
b. I'd love to travel around the world.
c. Do you want to travel around the world?
6. a. Those gold necklaces are interesting.
b. How would you like to purchase some gold necklaces?
c. Would you try to buy me some gold necklaces?
7. a. I'll show you the lighted room.
b. You'll be happy to know your room is well lighted.
c. I'd be happy to take you to your room.
8. a. We're going to spend this Sunday at the beach.
b. I spent a lot of money the other day at the beach.
c. I like the idea of spending the day in the sun at the beach.
9. a. There's going to be a concert in the park on Sunday.
b. Would you be interested in going to a concert with me?
c. I'm going to a concert this Sunday with Mark.

Grammar Check: *Gerunds and Infinitives*

1. How about (to go going) for a walk?
2. Do you want (to see seeing) a play tonight?
3. I'd like (to have having) a little party this Friday night.
4. I thought (to eat eating) at Antonio's would be a good idea.
5. I'm tired of working. What about (to go going) out for ice cream?
6. Would you be interested in (to buy buying) some Girl Scout cookies?



InterView

Playing tennis.

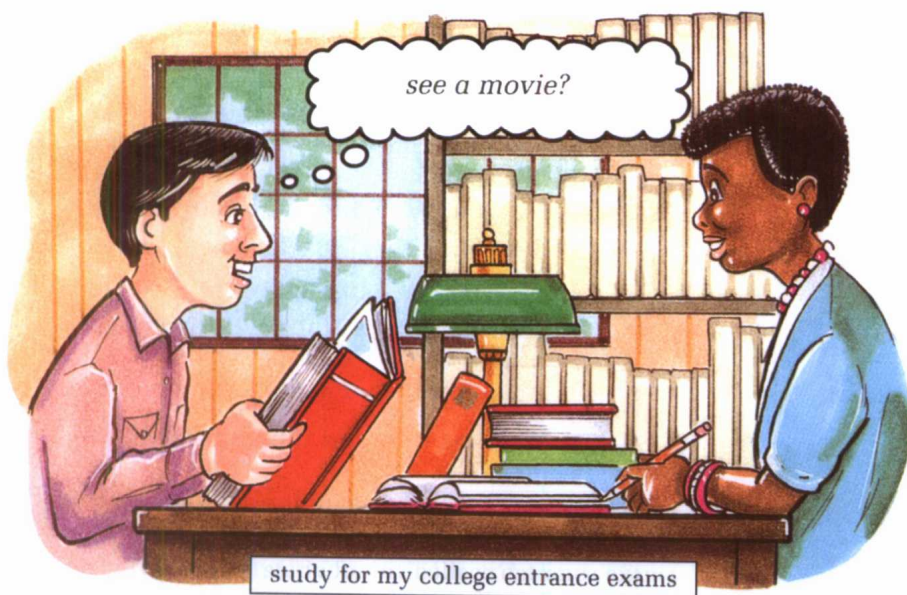
Going to the beach.

Going for a long bike ride.

Take a survey of students in your class and five other people you know. Ask what everybody's favorite weekend activity is.

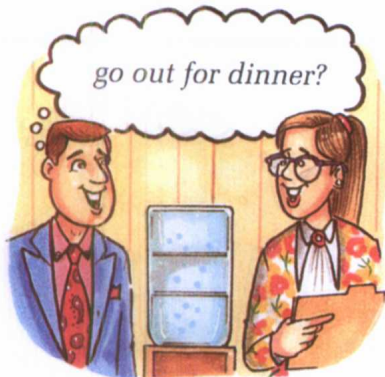
Tabulate the results and compare with other students' surveys. Then extend an invitation to people you interviewed to join you in YOUR favorite weekend activity!

Would You by Any Chance Be Interested in Seeing a Movie?



- (1) If you're not busy,
If you're free,
If you don't have any
other plans,
- (2) Would you (by any
chance) be interested in
_____ing?
You wouldn't (by any
chance) be interested in
_____ing, would you?
- (3) can't
won't be able to
- (4) I have to
I've got to
I'm supposed to
- (5) asking
inviting me
the invitation

- A. If you're not busy,⁽¹⁾ would you by any chance be interested in⁽²⁾ seeing a movie with me this Saturday?
- B. I'd love to, but I can't.⁽³⁾ I have to⁽⁴⁾ study for my college entrance exams.
- A. That's too bad.
- B. Thanks for asking,⁽⁵⁾ though. Maybe we can see a movie some other time.



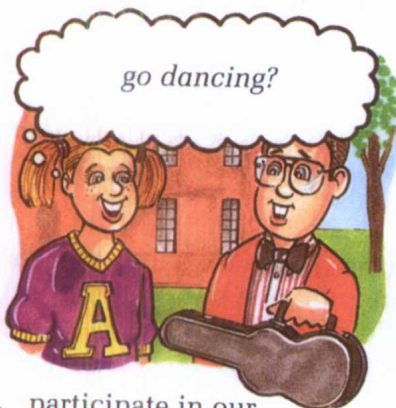
1. attend my cousin's wedding



2. help my parents with the "spring cleaning"



3. take care of my little sister



4. participate in our annual school concert



5. work on my science project



Check-Up

Function Check: *What's My Line?*

Choose the appropriate line for Speaker B.

A

B

- | | | |
|----|---|--|
| 1. | If you're not busy, would you be interested in seeing a play this Friday night? | a. Thanks for telling me.
b. I have to.
c. I'd love to, but I can't. |
| 2. | Rick, you wouldn't by any chance be interested in helping me work on my car, would you? | a. I've got to.
b. I'd be happy to.
c. Thanks for asking. |
| 3. | I'm sorry you won't be able to join me at the ballet. | a. I'd be delighted to.
b. Me too, but thanks for the invitation.
c. I'm not busy. |
| 4. | How would you like to go deep-sea fishing with me, Carol? | a. I'm supposed to go fishing.
b. If you don't have any other plans.
c. That sounds like fun. |
| 5. | Let's visit the museum this afternoon! | a. I'd like to, but I can't. I have to do my homework.
b. Thanks for asking, though.
c. That's nice. |
| 6. | It's too bad you can't go hiking with me. | a. That sounds like fun.
b. Maybe we can go hiking, though.
c. Thanks for inviting me, though. |

InterChange

Things to Do!

We all have things to do—errands, work and school responsibilities, and family obligations. Talk with a partner about things YOU have to do.

I have to . . .

I've got to . . .

I'm supposed to . . .

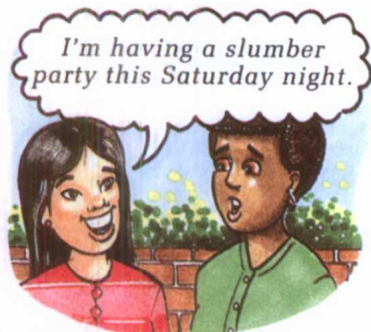
Tell the class what you have to do, and decide who the *busiest* person in the class is. If you wish, invite each other to do things. Some classmates will be free, and others won't be because they have *things to do*!

Can You Come?



- (1) Can you come?
Do you think you can come?
Do you think you'd be able to come?
Would you be able to come?
Can you make it?
Do you think you can make it?
- (2) Let me check and get back to you.
I'll check and let you know.
- (3) I'll do my best.
I'll try as hard as I can.

- A. I'm organizing a company picnic for this Saturday. **Can you come?**⁽¹⁾
- B. I'd love to, but I'm not sure I can. I think I'm supposed to work overtime.
- A. That's too bad. Is there any chance you could possibly get out of working overtime?
- B. I'm not sure. **Let me check and get back to you.**⁽²⁾
- A. Okay, but please try to come. It won't be much of a company picnic without you!
- B. It's nice of you to say that. **I'll do my best.**⁽³⁾



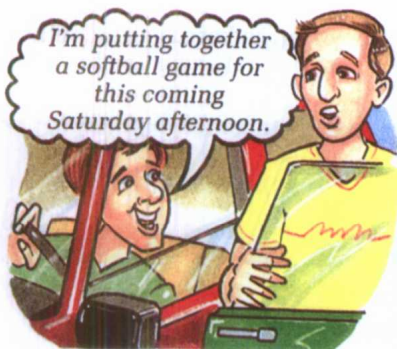
1. baby-sit



2. speak at my firm's annual meeting



3. be on duty



4. help my landlord paint the hallway



5. collect for the Heart Fund

