



COMMUNICATOR

朗文高级口语

教师用书

I

Steven J. Molinsky
Bill Bliss



中国电力出版社



LONGMAN 朗文

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H319.9
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京权图字：01-2002-5056

图书在版编目 (CIP) 数据

朗文高级口语 教师用书 I / (美) 莫林斯基 (Molinsky, S. J.) (美) 比利斯 (Bliss, B.) 著.

北京：中国电力出版社，2003

ISBN 7-80125-819-3

I. 朗… II. ①莫… ②比… III. 英语—口语 IV. H319.9

中国版本图书馆 CIP 数据核字 (2003) 第 014429 号

Authorized translation from the English language edition, *COMMUNICATOR I Teacher's Guide* by Steven J. Molinsky, Bill Bliss, published by Prentice-Hall, Inc.

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ENGLISH/SIMPLIFIED CHINESE language edition jointly published by PEARSON EDUCATION
NORTH ASIA LTD. and CHINA ELECTRIC POWER PRESS

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朗文高级口语

教师用书 I

著：(美) Steven J. Molinsky Bill Bliss

责任编辑：王惠娟

出版发行：中国电力出版社

社 址：北京市西城区三里河路 6 号 (100044)

网 址：<http://www.cepp.com.cn>

印 刷：北京地矿印刷厂

开 本：889 毫米 × 1194 毫米 1/16

印 张：13

版 次：2003 年 6 月第 1 版 2003 年 6 月第 1 次印刷

书 号：ISBN 7-80125-819-3

定 价：38.00 元

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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。

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



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?

Footnotes:
(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

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.

Contents

Preface	v
1 Meeting and Greeting People	2
2 Sharing News and Information Describing People	18
3 Describing Things and Places Reporting Information Remembering and Forgetting	38
4 Requests Directions and Instructions Checking Understanding Asking for Repetition	60
5 Complimenting Satisfaction and Dissatisfaction Likes and Dislikes	76
6 Preferences Wants and Desires	100
7 Promises Intentions	122
8 Offering Help Gratitude and Appreciation	150
9 Permission	174

• • • • • **TEACHER'S GUIDE** • • • • •

COMMUNICATOR I

• • • • •

1

MEETING AND GREETING PEOPLE

Overview

Student Text Pages 1-14

Pages 2-3

I Don't Think We've Met

Initiating Conversations
Introductions
Greeting People
Asking for and Reporting
Information
WH-Questions

Page 7

Don't I Know You from Somewhere?

Initiating Conversations
Asking for and Reporting
Information
Apologizing
Negative Questions

Page 6

Let Me Introduce

Greeting People
Introductions

Pages 10-11

Guess Who I Saw Yesterday!

Initiating a Topic
Identifying
Asking for and Reporting
Information

One/Ones
Relative Clauses with Who/Whose
Used to/Would

LANGUAGE INVENTORY

Greeting People

Hello.

[less formal]

Hi.

[more formal]

How do you do?

(It's) nice to meet you.

(It's) nice meeting you.

(I'm) happy to meet you.

(I'm) glad to meet you.

(I'm) pleased to meet you.

How are you?

How have you been?

[less formal]

How are you doing?

How are things?

How's it going?

Fine (thank you/thanks).

Good.

All right.

Okay.

Not bad.

Introductions

Introducing Oneself

My name is ____.

I'm ____.

Introducing Others

Let me introduce (you to) ____.

I'd like to introduce (you to) ____.

I'd like you to meet ____.

[less formal]

Meet ____.

This is ____.

Initiating Conversations

I don't think we've met.

Excuse me, but ...

Pardon me, but ...

Don't I know you from somewhere?

Initiating a Topic

Tell me, ...

Guess ____!

You won't believe ____!

Identifying

My friend *Paul*, my brother *Tom* ...

She's the one who ____.

Apologizing

I'm sorry.

Excuse me.

Asking for and Reporting Information

Where are you from?

Japan.

What do you do?

I'm an English teacher.

Which *apartment* do you live in?

How long *have you been* studying
here?

Who *is your* doctor?

Whose *family* are you in?

What kind of *music* do you play?

When *are you due?*

How about you?

What about you?

And you?

Don't you work at the bank on Main
Street?

How is she?

Pretty good.

Fine.

Great.

Did ____ have anything to say?

Student Text Page 1

Previewing the Chapter: 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.

Student Text Pages 2-3

I Don't Think We've Met

Communication Focus

1. Initiating Conversations

I don't think we've met.

2. Introductions

Introducing Oneself

My name is _____.

I'm _____.

It is common to initiate conversations by introducing oneself.

3. Greeting People

Hello

[less formal]

Hi.

[more formal]

How do you do?

"Hello" is both formal and informal. "Hi" is informal and therefore a more common form of greeting. "How do you do?" is a formal greeting.

4. Asking for and Reporting Information

Where are you from?

Japan.

What do you do?

I'm an English teacher.

Which apartment do you live in?

How long have you been studying here?

Who is your doctor?

Whose family are you in?

What kind of music do you play?

When are you due?

How about you?

What about you?

And you?

Grammar Focus

WH-Questions

Where do you come from?

What do you do?

Which apartment do you live in?

Commentary

1. The subject and verb are often omitted in conversation, as in “(It’s) nice to meet you” and “(I’m) happy to meet you.”
2. Appropriate questions to ask when people meet for the first time often involve what the two speakers have in common. For example, in an English class: “Where are you from?”; at a clinic: “Who is your doctor?”
3. “What do you do?” is a very common question asked when two people meet. Profession and personal identity are strongly linked.
4. It is NOT appropriate for people meeting for the first time to ask about salary, age, marital status, or religion.
5. Short answers to information questions are more common in conversation than full-sentence answers. For example, “Where are you from?” “Japan” as opposed to “I’m from Japan.” (“What do you do?” requires a full answer: “I’m a dancer.”)
6. In the question “Tell me, where are you from?”, *tell me* is a polite opener to the question that follows. This expression is commonly used to signal to the listener that a question is going to be asked.
7. *Small talk* refers to the kind of casual remarks that people make to each other when they first meet or are in situations where long conversations on serious topics are not appropriate or possible.

The Model Conversation

1. **Listening.** With books closed, have students listen to the model conversation—presented by the teacher, by a pair of students, or on the audio tape.
2. **Discussion.** Have students discuss the model conversation.
 - a. Who are the people in the conversation?
[Two people meeting for the first time.]
 - b. What is the situation?
[In an English class.]

3. **Reading.** With books open, have students follow along as two students present the model.
4. **Practice.** In pairs, in small groups, or as a class, have students practice the model conversation.
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, but 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?”)

The Exercises

Examples

1. A. I don’t think we’ve met. My name is Tom.
B. Hello. I’m Carol. Nice to meet you.
A. Nice meeting you, too. Tell me, what do you do?
B. I’m a dancer. How about you?
A. I’m an English teacher.
2. A. I don’t think we’ve met. I’m Arlene.
B. Hi. I’m Betty. Nice meeting you.
A. Nice meeting you, too. Tell me, which apartment do you live in?
B. 2C. What about you?
A. 4D.

Pair Practice (optional). Have students simultaneously practice all the exercises, using the footnoted expressions or any of their alternatives.

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 the students do this themselves.

In each of the exercises two people are meeting for the first time:

1. At a party
2. In an elevator
3. Outside a school
4. In a clinic waiting room
5. In an office
6. At school
7. In a hospital
8. At a wedding
9. At a party
10. At an auditorium
11. In a doctor’s waiting room

Language Notes

Exercise 6: Major = the field or major course of study (such as History, Chemistry, Philosophy) chosen by college students.

Exercise 12: Be due = be scheduled to give birth.

Original Student Conversations

Have pairs of students create and present original conversations based on the model 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.)

Expansion

1. Extend the Conversations

- Divide the class into pairs.
- Have each pair select one of the situations on pages 2–3 of the text and role play the continuation of the conversation between the two characters.
- Have students present their role plays to the class.

2. Personality Traits

- Brainstorm with the class different types of personalities—for example, *shy, friendly, outgoing, nervous, snobby, rude*.
- Divide the class into pairs.
- Have each pair create a role play of two people meeting each other, incorporating any of the personality characteristics brainstormed by the class.
- Have the pairs present their role plays to the class, and have students try to guess the personality types of the characters.

3. Meeting in Different Situations

- Have students brainstorm places where people meet and engage in small talk (for example, at a supermarket, at a wedding, in a playground, in a registration line for school). Write students' ideas on the board.
- As a class, in pairs, or in small groups, have students discuss what people might say to each other in these situations.
- Have pairs of students prepare role plays of people meeting in these situations and then present their role plays to the class.

4. Uncomfortable Situations

As a class, in pairs, or in small groups, have students brainstorm situations where people usually don't engage in conversations (for example, in elevators, or public transportation). Have students tell why they think people might find these situations *uncomfortable* for making small talk.

5. How People Greet Each Other

As a class, in pairs, or in small groups, have students discuss how people typically greet each other in their countries. Is it common for people to smile, look directly at each other, stand close to each other, or touch the other person? Are greetings different for men and women? for older people and younger people?

6. Be an Observer!

Have students go into the community and observe conversations in public places such as a store, a bank, or a doctor's waiting room. Tell students to note the following:

- What do the people talk about?
- Do they smile at each other?
- Do they look directly at each other?
- How close to each other do they stand?
- Do they touch each other?

Have students report their findings to the class.

Review

In a future class, review this lesson by having a pair of students present the model conversation while the other students listen with books closed. Stop the presentation after any line that contains a footnoted expression and ask different students to present the same line, but 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?")

Check-Up**Function Check: What's My Line?**

- | | |
|------|------|
| 1. b | 5. a |
| 2. b | 6. a |
| 3. c | 7. b |
| 4. b | |

Listening: The Best Response

Listen and choose the best response.

1. Nice to meet you. What do you do?
2. I'm a doctor. What about you?
3. Which apartment do you live in?
4. How long have you been in the U.S.?
5. What's your major?
6. What kind of music do you like?

Answers

- | | |
|------|------|
| 1. c | 4. c |
| 2. c | 5. b |
| 3. b | 6. a |

Listening: Conclusions

Listen and choose the best conclusion.

1. A. Hi, John. I haven't seen you in a long time.
B. I know. How have you been, Paul?
2. A. Hello. I don't think we've met. I'm Dr. Jones.
B. How do you do? I'm Sam Smith. Nice to meet you.
3. A. I'm Tom. Nice to meet you.
B. I'm pleased to meet you, too. My name is Sally.
4. A. My name's Kim. I'm from Korea. How about you?
B. I'm Luis. I'm from Spain.
5. A. Ruth, whose office are you going to?
B. Martha's.

Answers

1. a
2. b
3. b
4. b
5. a

Grammar Check: WH-Questions

[Possible answers]

Where are you from?

What do you do?/What's your profession?

Where do you work?

Why did you decide to move to the United States?

When do you want to start working?

Who can I call for a reference?

InterChange

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

Let Me Introduce . . .

Communication Focus

1. Greeting People

How are you?
How have you been?

[less formal]

How are you doing?
How are things?
How's it going?

The greetings "How are you doing?", "How are things?", and "How's it going?" are informal. "How are you?" and "How have you been?" are used in both formal and informal situations.

2. Introductions

Introducing Others

Let me introduce (you to) _____.
I'd like to introduce (you to) _____.
I'd like to meet _____.

[less formal]

Meet _____.
This is _____.

Meet _____ and "This is _____" are lines of introduction that are used in very informal situations.

Commentary

1. Short answers such as "Fine" and "All right" are very common in both formal and informal situations.
2. The exchange "How are you?" "Fine" has almost become a ritual. The speaker asking the question "How are you?" is not necessarily asking how the other person is feeling, but rather is extending a greeting. In response to this "greeting," the other speaker automatically answers "Fine" or "Good," even if he or she isn't!

4. **Practice.** In pairs, in small groups, or as a class, have students practice the model conversation.
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?")

The Model Conversation

1. **Listening.** With books closed, have students listen to the model conversation—presented by the teacher, by a pair of students, or on the audio tape.
2. **Discussion.** Have students discuss the model conversation.
 - a. Who are the people in the conversation?
[Two friends.]
 - b. What is the situation?
[A third person is introduced.]
3. **Reading.** With books open, have students follow along as two students present the model.

The Exercises

Examples

1. A. Hi? How are you?
B. Fine. And you?
A. Fine, thanks. Let me introduce you to my brother Tom.
B. Nice to meet you.
2. A. Hi! How have you been?
B. Good. And you?
A. All right. I'd like to introduce you to my sister Kate.
B. Nice to meet you.