



ExpressWays
Second Edition

朗文快捷英语教程

(第二版)

教师用书

2



Steven J. Molinsky
Bill Bliss



中国电力出版社



LONGMAN 朗文



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朗文快捷英语教程(第二版)

教师用书 2

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ExpressWays is a comprehensive 4-level course for learners of English. Its innovative spiraled curriculum integrates lifeskill topics, functions, and grammar in an imaginative highway theme that puts students in the *fast lane* for an exciting and motivating journey to English language proficiency.

The program consists of the following components:

- **Student Texts** — offering speaking, reading, writing, and listening comprehension practice that integrates grammar and functions in a topic-based curriculum.
- **Activity Workbooks** — offering reinforcement through grammar, reading, writing, and listening comprehension practice fully coordinated with the student texts. The activity workbooks also feature dynamic exercises in pronunciation, rhythm, stress, and intonation.
- **Navigator Companion Books** — visually exciting “magazine-style” texts, offering a complete lifeskill curriculum fully integrated with the *ExpressWays* student texts.
- **Teacher’s Guides** — providing background notes and expansion activities for all lessons and step-by-step instructions for teachers.
- **Audio Program** — offering realistic presentations of conversations, listening comprehension exercises, and readings from the student texts and workbooks.
- **Picture Program** — featuring Picture Cards for vocabulary development, enrichment exercises, and role-playing activities.
- **Placement and Achievement Testing Program** — providing tools for the evaluation of student levels and progress.

The *ExpressWays* series is organized by a spiraled curriculum that is covered at different degrees of intensity and depth at each level. *ExpressWays 1* and *2* provide beginning-level students with the most important vocabulary, grammar, and functional expressions needed to communicate at a basic level in a full range of situations and contexts. *ExpressWays 3* and *4* cover the same full range of situations and contexts, but offer intermediate-level students expanded vocabulary, more complex grammar, and a wider choice of functional expressions.

The Dimensions of Communication: Function, Form, and Content

ExpressWays 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 *ExpressWays* approach to functional syllabus design.

ExpressWays offers students broad exposure to uses of language in a variety of relevant contexts: in community, school, employment, home, and social settings. The series 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, 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 topics 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 *ExpressWays*. Each lesson begins with a model

conversation that depicts a real-life situation and the vocabulary, grammar, and functions used in the communication exchange. In the exercises that follow, students create new conversations by placing new content into the framework of the model.

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 theme of the lesson. Students contribute content based on their experiences, ideas, and imaginations.

Follow-Up Exercises and Activities

A variety of follow-up exercises and activities reinforce and build upon the topics, functions, and grammar presented in the guided conversation lessons.

- **Constructions Ahead!** exercises provide focused practice with grammar structures.
- **CrossTalk** activities provide opportunities for students to relate lesson content to their own lives.
- **InterActions** activities provide opportunities for role playing and cooperative learning.
- **Interview** activities encourage students to interview each other as well as people in the community.
- **Community Connections** activities provide task-based homework for students to get out into their communities to practice their language skills.
- **Cultural Intersections** activities offer rich opportunities for cross-cultural comparison.
- **Figure It Out!** activities offer opportunities for problem-solving.
- **Your Turn** activities provide opportunities for writing and discussion of issues presented in the chapter.
- **Listening Exercises** give students intensive listening practice that focuses on functional communication.
- **Reflections** activities provide frequent opportunities for self-assessment, critical thinking, and problem-solving.
- **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.

InterChange

This end-of-chapter activity offers students the opportunity to create and 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.

Rest Stop

These “free role plays” appear after every few chapters, offering review and synthesis of the topics, functions, and grammar of the 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 grammar into their repertoire of active language use.

Support and Reference Sections

End-of-Chapter Summaries include the following:

- **Looking Back** — a listing of key vocabulary in the chapter for review.
- **Construction Sign** — a listing of the key grammar structures presented in the chapter.
- **ExpressWays Checklist** — a self-assessment listing of key lifeskills presented in the chapter.

An **Appendix** provides charts of the grammar constructions presented in each chapter, along with a list of cardinal numbers, ordinal numbers, and irregular verbs.

An **Index** provides a convenient reference for locating topics and grammar in the text.

Suggested Teaching Strategies

We encourage you, in using *ExpressWays*, 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 *ExpressWays* Teacher’s Guides.)

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. **SETTING THE SCENE:** Have students look at the model illustration in the book. Set the scene: Who are the people? What is the situation?
2. **LISTENING:** With books closed, have students listen to the model conversation — presented by you, by a pair of students, or on the audiotape.
3. **CLASS PRACTICE:** With books still closed, model each line and have the whole class practice in unison.
4. **READING:** With books open, have students follow along as two students present the model.
5. **PAIR PRACTICE:** In pairs, have students practice the model conversation.
6. **EXERCISE PRACTICE:** (optional) Have pairs of students simultaneously practice all the exercises.
7. **EXERCISE PRESENTATIONS:** Call on pairs of students to present the exercises.

Original Student Conversations

In these activities, which follow the guided conversations at the end of each lesson, have students create and present original conversations based on the theme of the lesson. Encourage students to be inventive as they create their characters and situations. (You may ask students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class. In this way, students can review the previous day's lesson without actually having to repeat the specific exercises already covered.)

CrossTalk

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

InterActions

Have pairs of students practice role playing the activity and then present their role plays to the class.

InterView

Have students circulate around the room to conduct their interviews, or have students interview people outside the class. Students should then report to the class about their interviews.

Community Connections

Have students do the activity individually, in pairs, or in small groups and then report to the class.

Cultural Intersections

Have students do the activity in class, in pairs, or in small groups.

Reflections

Have students discuss the questions in pairs or small groups, and then share their ideas with the class.

Your Turn

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 to 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.

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.

InterChange

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.

Rest Stop

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.)

We hope that *ExpressWays* offers you and your students a journey to English that is meaningful, effective, and entertaining. Have a nice trip!

Steven J. Molinsky
Bill Bliss

The Molinsky & Bliss Family of English as a Second Language Textbooks

A Continuum of Language Learning – from Competencies to Content – – from Literacy to Academic Proficiency –

Language Proficiency Level	CASAS Score	MELT Level	Competency-Based Core Text	Competency-Based Companion Text	General Language Development Text	Content-Based Text for Academic Skills & GED Prep	Picture Dictionary/Vocabulary Development	English for Work / English for Citizenship
Literacy	155-180	I	Access		Access		Word by Word Basic WBW Basic Literacy Workbook	
Beginning–Low	181-190	II	Foundations	Navigator Basic	Foundations		Word by Word Basic WBW Basic Beginning Workbook	
Beginning–High	191-200	III	ExpressWays 1	Navigator 1	Side by Side 1	Classmates 1	Word by Word WBW Beginning Workbook	Day by Day / Voices of Freedom
Intermediate–Low	201-208	IV	ExpressWays 2	Navigator 2	Side by Side 2	Classmates 2	Word by Word WBW Intermediate Workbook	Day by Day / Voices of Freedom
Intermediate–High	209-215	V	ExpressWays 3	Navigator 3	Side by Side 3	Classmates 3		
Advanced–Low	216-224	VI	ExpressWays 4	Navigator 4	Side by Side 4	Classmates 4		
Advanced–High	225 +	VII	Communicator 1 / Communicator 2		Communicator 1 / Communicator 2	Social Studies / Math / Science / Health Classmates		

Language Proficiency Levels are based on the California ESL Model Standards for Adult Education Programs.

CASAS (Comprehensive Adult Student Assessment System)

MELT (Mainstream English Language Training Project, U.S. Department of Health and Human Services)

Students at the Advanced–Low level are ready for Pre-GED instruction.

Students at the Advanced–High level are ready for GED preparation classes.

Language Proficiency Levels

Language Proficiency Level	CASAS Score	MELT Level	General Language Ability	Vocational and Academic Preparedness	Comprehensibility
Literacy	165-180	I	Functions minimally, if at all, in English.	Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.
Beginning-Low	181-190	II	Functions in a very limited way in situations related to immediate needs.	Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
Beginning-High	191-200	III	Functions with some difficulty in situations related to immediate needs.	Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.	A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
Intermediate-Low	201-208	IV	Can satisfy basic survival needs and a few very routine social demands.	Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.	A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
Intermediate-High	209-215	V	Can satisfy basic survival needs and some limited social demands.	Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated.	A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.

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Language Proficiency Level	CASAS Score	MELT Level	General Language Ability	Vocational and Academic Preparedness	Comprehensibility
Advanced-Low	216-224	VI	Can satisfy most survival needs and limited social demands.	Can handle jobs and job training that involve following simple oral and written instructions and diagrams. Students at this level have sufficient language proficiency for Pre-GED and Basic Skills instruction.	A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.
Advanced-High	225 +	VII	Can satisfy survival needs and routine work and social demands.	Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations. Students at this level have sufficient language proficiency for GED preparation classes.	A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.

Language Proficiency Levels are based on the California ESL Model Standards for Adult Education Programs.
 CASAS (Comprehensive Adult Student Assessment System)
 MELT (Mainstream English Language Training Project, U.S. Department of Health and Human Services)

Language Proficiency Levels and Basic English Skills Test (BEST) Scores

MELT Level	BEST	CASAS
I	0 - 2	< 165
II	3 - 7	165 - 185
III	8 - 21	186 - 190
IV	22 - 35	191 - 200
V	36 - 46	201 - 208
VI	47 - 53	209 - 216
VII	54 - 65	217 - 223
	> 66	224 - 231

MELT Levels are also referred to as Student Performance Levels (SPLs).
 The Basic English Skills Test (BEST), developed by the Center for Applied Linguistics, assesses language skills in lifeskill contexts.
 Score correlations in this table indicate the relationship of the proficiency levels to the BEST literacy section and the CASAS reading test.
 (From the CASAS Technical Manual.)

EXIT 1

OVERVIEW

Student Text
Pages 1-20

Topics

Functions

Grammar

P. 2 Hello, I'm Your Neighbor

Housing: Relations with
Neighbors
Social Communication:
Meeting People

Greeting People
Introductions
Asking for and Reporting
Information

Simple Present Tense:
Review
WH-Questions

P. 4 Is There a Laundromat in the Neighborhood?

Housing: Neighborhood
Services

Attracting Attention
Asking for and Reporting
Information
Checking and Indicating
Understanding
Gratitude

Simple Present Tense:
Review
WH-Questions
Yes/No Questions

P. 6 Can I Park My Car Here?

Housing: Tenants'
Responsibilities

Attracting Attention
Asking for and Reporting
Information
Permission
Gratitude

Can

P. 8 Can I Help You Take Out the Garbage?

Housing: Relations with
Neighbors

Offering to Help
Persuading-Insisting
Gratitude
Appreciation

Can
Two-Word Verbs

P. 10 Could You Lend Me a Hammer?

Housing: Relations with
Neighbors

Requests
Gratitude
Appreciation

Could
Object Pronouns
Possessive Adjectives

P. 12 I Knocked on Your Door Several Times Last Week

Housing: Relations with
Neighbors
Social Communication:
Sharing Information

Initiating a Topic
Asking for and Reporting
Information

Past Tense: Review

P. 14 Maybe You Should Call a Plumber

Housing: Household
Fixtures and Appliances,
Do-It-Yourself Repairs

Asking for and Reporting
Information
Checking and Indicating
Understanding
Advice-Suggestions

Simple Present Tense
Should

P. 16 Do You Fix Kitchen Sinks?

Housing: Securing Repair
Services
Personal Information:
Name, Address,
Telephone Number

Identifying
Greeting People
Asking for and Reporting
Information
Checking and Indicating
Understanding
Gratitude

Time Expressions

LOOKING AHEAD



Vocabulary This Exit

Housing

apartment
balcony
basement
building
doorbell
fireplace
floor
front door
garbage
garbage bags
garden
laundry

mail

neighbor
superintendent

Community

bus stop
laundromat
mail
supermarket

Household Fixtures and Appliances

kitchen sink
light
oven
radiator
stove
toilet

Household Repairs

carpenter
electrician
gas company
plumber

Family Members

cousin
daughter
grandchildren
husband
son

Personal Information

address
last name
name
phone number

Grammar This Exit

Simple Present Tense: Review

am I'm your neighbor.
is My name **is** Helen.
are Where **are** you from?
do Which apartment **do**
you live in?
does What time **does** the
mail come?

WH-Questions

What's your major?
Where are you from?
Why are you here?
Which apartment do you live in?

Yes/No Questions

Is there a laundromat in the
neighborhood?
Do they pick up the garbage
today?

Two-Word Verbs

clean up this mess - **clean it up**
cut down that tree - **cut it down**
hang up your laundry - **hang it up**
pick up your things - **pick them up**
put away these chairs - **put them away**
take out the garbage - **take it out**

Past Tense: Review

I was in Detroit.
I wasn't.
You **weren't** home.
I visited my daughter.
I saw a Broadway show.
I drove through the
Rocky Mountains.
I took care of my grandchildren.
I went to Disneyland.
come-came
I came by.
ring-rang
I rang your doorbell.

Can

Can I park my car here?
Yes, you **can**.
No, you **can't**.
Can I help you take out the
garbage?
I can take it out myself.

Could

Could I ask you a favor?

Should

Maybe you **should** call a plumber.

Object Pronouns

Could you lend **me** a hammer?
I'd be happy to lend you
a hammer.

Possessive Adjectives

Could you help me start **my** car?
I'd be happy to help you start
your car.

Time Expressions

We can send a plumber at
two o'clock this afternoon.

Functions This Exit

Asking for and Reporting Information

Tell me, _____?

What's *your major*?

Where are you *from*?

Why are you *here*?

Which *apartment* do you live in?

And you?

Can I ask you a question?

Is there a *laundromat* in the *neighborhood*?

There's a *laundromat* around the corner.

I was in *Detroit*.

What did you do *there*?

I visited my daughter and her husband.

What are you doing?

What's wrong with *it*?

What's the problem?

It's *leaking*.

Do you fix kitchen sinks?

What's the name?

Eric Jensen.

Spell the last name, please.

J-E-N-S-E-N.

And the address?

93 Cliff Street.

Phone number?

972-3053.

Greeting People

Hello.

Hi.

Nice to meet you.

Nice meeting you, too.

Attracting Attention

Excuse me.

Pardon me.

Gratitude

Expressing . . .

Thank you.

Thanks.

Thanks very much.

Appreciation

I appreciate it.

Introductions

Introducing Oneself

I'm *your neighbor*.

My name is *Helen*.

I'm *Maria*.

Permission

Inquiring about Permissibility

Can I *park my car here*?

Indicating Permissibility

Yes, you can.

No, you can't.

Offering to Help

Making an Offer

Can I help you *take out the garbage*?

Let me help you.

Responding to an Offer

No. That's okay.

Well, all right.

If you don't mind.

Thanks. I appreciate it.

Persuading-Insisting

Please.

Requests

Direct, Polite

Could I ask you a favor?

Could you *lend me a hammer*?

Responding to Requests

All right.

I'd be happy to *lend you a hammer*.

Advice-Suggestions

Offering . . .

Maybe you should *call a plumber*.

Responding to . . .

You're probably right.

Identifying

Ace Plumbing Company.

Checking and Indicating Understanding

Checking One's Own Understanding

Around the corner?

Two o'clock this afternoon?

Indicating Understanding

I see.

Initiating a Topic

You know, _____.

PREVIEWING EXIT 1: 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.

-----Text Page 2: Hello. I'm Your Neighbor-----

FOCUS

TOPICS

Housing: Relations with Neighbors
Social Communication: Meeting People

GRAMMAR

1. Simple Present Tense: Review

- am** I'm your neighbor.
is My name **is** Helen.
are Where **are** you from?
do Which apartment **do** you live in?

2. WH-Questions

- What's** your major?
Where are you from?
Why are you here?
Which apartment do you live in?

FUNCTIONS

1. Greeting People

- Hello.
 Hi.
 Nice to meet you.
 Nice meeting you, too.

2. Introductions

- Introducing Oneself*
 I'm *your neighbor*.
 My name is *Helen*.
 I'm *Maria*.

3. Asking for and Reporting Information

Tell me, *where are you from?*

What's *your major?*

Where *are you from?*

Why *are you here?*

Which *apartment do you live in?*

And you?

VOCABULARY

Housing

apartment
floor
neighbor

Personal Information

name

COMMENTARY

1. In the United States, it is common to initiate a conversation by introducing oneself. People meeting for the first time may use just their first names if the situation is informal.
2. "Hello" (line 1) is both formal and informal. "Hi" (line 2) is informal and very common.
3. In "(It's) nice to meet you" (line 2) and the related expression "(It's) nice meeting you, too" (line 3), the first word is commonly omitted.
4. "Tell me" (line 3) is commonly used to introduce a question.
5. In informal conversation, single words or short phrases are often used in response to information questions. For example, ("Tell me, where are you from?") "Mexico. And you?" "Greece."
6. Appropriate questions to ask when people meet for the first time often involve what the two speakers have in common. For example, in an apartment building, "Which apartment do you live in?/What floor do you live on?"

GETTING READY

Practice WH-questions.

- a. Write sentences on the board to elicit WH-questions. Underline the key word or words. For example:

What's	My name is <u>Bob</u> .
Where	I'm from <u>Japan</u> .
What floor	I live on <u>the fifth</u> floor.
Why	I'm home today <u>because</u> <u>I have a bad cold</u> .

- b. Have students practice asking WH-questions about the underlined words. For example:

What's your name?
Where are you from?
What floor do you live on?
Why are you home today?

THE MODEL CONVERSATION

1. **Setting the Scene.** Have students look at the model illustration in the book. Set the scene: "Two neighbors are talking."
2. **Listening to the Model.** With books closed, have students listen to the model conversation — presented by you, by a pair of students, or on the audiotape.
3. **Class Practice.** With books still closed, model each line and have the whole class repeat in unison.
4. **Reading.** With books open, have students follow along as two students present the model. Ask students if they have any questions and check understanding of vocabulary.
5. **Pair Practice.** In pairs, have students practice the model conversation.

THE EXERCISES

Examples

1. A. Hello. I'm your neighbor. My name is Jeff.
B. Hi. I'm Patty. Nice to meet you.
A. Nice meeting you, too. Tell me, which apartment do you live in?
B. 6B. And you?
A. 3C.
2. A. Hello. I'm your neighbor. My name is Bob.
B. Hi. I'm Dave. Nice to meet you.
A. Nice meeting you, too. Tell me, what's your major?
B. History. And you?
A. Biology.

Before doing each exercise, teach the new vocabulary: *major, History, Biology* (Exercise 2), *broken leg, high blood pressure* (Exercise 5). Have students practice saying the words and check understanding.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

Language Note

Exercise 2: "What's your major?" is a question one asks a college student. It means, "What field (such as History or Biology) are you studying?"

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (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. Role Play: Getting Acquainted

- a. Have pairs of students role-play getting acquainted with someone. Give students cards with questions that are relevant to their situations. For example:

Two neighbors in an apartment building:

What's your name?
Which apartment do you live in?
What floor do you live on?
When did you move here?
Where did you live before?
Where are you from originally?

Two students in university housing:

What's your name?
Where are you from?
What's your major?
What floor do you live on?
Which room do you live in?
Who's your roommate?

Two people at a neighborhood party:

What's your name?
Where do you live?
Where do you work?
Do you have any children?
Where are you from originally?

- b. Call on pairs to present their role plays to the class.

2. Find Someone Who . . .

- a. Collect information about students in the class. Have them write answers to questions such as the following:

Where are you from?
What's your major?
Where do you work?
Where do you live?
What floor do you live on?
When did you move here?

- b. Put this information in the following form:

Find someone who . . .

1. works at Elmo's Restaurant. _____
2. is from Iran. _____
3. lives on Main Street. _____
4. moved here last month. _____
5. is majoring in engineering. _____