

# 走遍美国

CLASSROOM VIDEO COURSE

课堂教学版

## FAMILY ALBUM,



U.S.A.

下

对外贸易教育出版社 ■

阶梯股份有限公司 ■

麦克米伦出版公司 ■

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**(京)新登字 182 号**

对外经济贸易大学校长、教授孙维炎题写书名

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## 《走遍美国》课堂教学版

### 简介

《走遍美国》课堂教学版(Family Album U. S. A. — Classroom Video Course)在对外贸易教育出版社和台湾阶梯股份有限公司的合作下,已在中國大陸问世了。

《走遍美国》的自学版,已在1993年4月出版,而且由于近30家电视台的播出,几乎已家喻户晓。《走遍美国》的创作过程、故事情节、以及在教学片中体现出来的交际式教学法原则和所介绍的美国风土人情,给众多的英语爱好者留下了深刻的印象,这也算得上是我国英语教学史上有轰动效应的事件之一吧。

那么,在《走遍美国》自学版出版后不到一年,为什么又要再次引进它的课堂教学版呢?这是因为课堂教学版与自学版相比,有其突出的特点;它们是互相联系、互相补充,然而内容又完全不重复的两套书,各有自己的功能和对象。

《走遍美国》自学版是为配合近30个电视台播出这套英语教学节目而出版的。它突出的是“**What**”,即节目中所包含的内容,包括词汇、对话的文字材料、注释、对美国生活的点滴介绍、**Focus in**的文字参考,再加上一点练习。它适合于一般英语爱好者边看电视节目边进行自学。

而《走遍美国》的课堂教学版,则是专门为利用录相片进行课堂教学而设计的,总课时为150—170小时。它的重点是“**how**”,即如何组织课堂活动。它为每一幕设计了以下四部分内容:一是预习,学员先观看教学片的预习部分,然后独立回答一些问题,目的主要是帮助学员熟悉故事情节,排除一些语言障碍。第二部分是录相游戏,这是把每幕又切分成几个场景,按每个场景设计不同的活动,采用灵活的方法充分利用录相资料(如看录相就有音像皆有,有音无像,有像无音,静止画面等方式),以达到生动活泼进行英语学习的目的。第三部分则是为了加深对每课的语言学习重点(**Focus in**)而设计的。第四部分有的插在每幕当中(称为 **intermission**),有的放在每幕的最后(称为 **Finale**),是利用录相片中的材料加以引申,重点是充分使用片中的语言和文化背景材料,加以活用,以训练学员的听说读写技能。练习的形式多种多样,有阅读,有表演,有讨论,有语法。书中还包括有对语言点的小结。在阅读材料中介绍了诸多的美国文化背景知识,以达到既学了语言又了解文化的目的。

由此,大家可以看到,《走遍美国》课堂教学版和《走遍美国》自学版是不同的两部书,内容完全不重复,相互配合,各有侧重。课堂教学版是针对在学校课堂中使用《走遍美国》这一录相片来进行英语教学活动的师生设计的。它解决了众多师生在考虑把《走遍美国》录相片引进英语课堂时不知如何组织教学活动为好的困惑,是经过仔细的推敲而又十分实际的指南和帮手。它对于已购了《走遍美国》自学版的广大英语自学者来说,也提供了如何更有效地利用录相片的指导,以及大量的听说读写练习,因而本书对他们也将大有裨益。

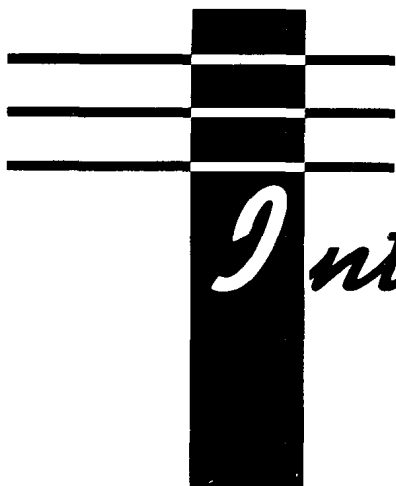
当然,在英语教学活动中,各种教材与教法可以互相渗透,互相补充,取长补短。但我相信,图文并茂的《走遍美国》课堂教学版也必然会以它故事、人物、画面有机结合的特点,以它所贯彻的交际式的教学法原则,以它对美国生活背景的描绘,以及对课堂教学活动的精心设计和丰富内容,得到广大读者的喜爱,成为我国英语教学百花园中令人钟爱的一朵新花。

黄震华

对外经济贸易大学教授 副校长

1993. 11





# Introduction

Welcome to *Family Album, U.S.A.*, the exciting new American television series created to inspire English learning around the world. In 26 episodes, you will experience English in action and learn more about American culture. *Family Album, U.S.A.* is for everyone who has studied English for at least one year and wants to improve his or her understanding of the language.

Each television episode tells a story about the Stewarts, a typical American family living in New York. You will see the family in everyday situations, and you will share their many experiences as you hear English spoken naturally.

The unique format of each program includes the following:

- PREVIEW** Before each of the three acts in an episode, a story preview sets the scene and introduces important vocabulary to aid comprehension. The preview usually asks a question for you to think about as you watch the act. Words on the screen help prepare you for the upcoming drama.
- DRAMA** Each episode tells a complete story. In every drama, you follow the lives of the Stewart family at work or at play. Each episode centers around one important event, such as a holiday celebration, a job interview, a wedding, or the birth of a baby. The language level in the dramas follows a sequence. Grammar and vocabulary are simpler in the earlier episodes. In the later episodes, the language is more advanced.
- FOCUS IN** After each act, a lively "Focus In" segment calls your attention to idioms, grammar, pronunciation, useful expressions, story comprehension, or important information about life in the U.S. The "Focus In" segments entertain you with music, animation, and humor as they highlight language and American culture.

Book 2 of this *Classroom Video Course* provides activities for Episodes 14–26 of the television series. On these pages, you will find a unique way to use the videos to study English. Each lesson follows this easy format:

**PREVIEW** activities correspond to the television previews.

**VIDEO GAMES** provide exciting scene-by-scene tasks for each of the three dramatic acts in a television episode.

**FOCUS IN** activities help you practice the points highlighted in the "Focus In" segments.


**INTERMISSION** and **FINALE** sections offer additional activities to help you develop language skills. These activities center around language and cultural points that are built into the television scripts.

## THE CHARACTERS

Here are the people you will meet in *Family Album, U.S.A.*

- MALCOLM STEWART** also known as Grandpa, 72, a retired engineer who comes to live with his son and his son's family in Riverdale, New York
- PHILIP STEWART** Malcolm's son, 50, a doctor
- ELLEN STEWART** Philip's wife, 50, a homemaker and a former music teacher
- RICHARD STEWART** Philip and Ellen's older son, 30, a photographer
- MARILYN STEWART** Richard's wife, 29, a salesclerk in a boutique and a clothing designer
- ROBBIE STEWART** Philip and Ellen's younger son, 17, a senior in high school
- SUSAN STEWART** Philip and Ellen's daughter, 28, a vice-president of a toy company, unmarried and living in an apartment in Manhattan
- HARRY BENNETT** an accountant, 33, a widower who dates Susan
- MICHELLE BENNETT** Harry's daughter, 9
- MOLLY BAKER** a nurse, 43, who works with Philip in the hospital
- ALEXANDRA PAPPAS** an exchange student from Greece, 16, Robbie's friend

... and other friends and business associates



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# "Playing Games"

In this unit, you will practice . . .

using *there is* and *there are*  
using the past perfect verb tense  
spelling aloud  
talking about the city and the suburbs

## ACT I

### PREVIEW

SOUND ON



1:00 - 1:50

A. Watch the preview and pause at 1:39. Then complete the exercises below.

1. What is the correct sequence of Michelle's activities today? To show the correct order, write a number from 1 to 3 on each blank line.

- \_\_\_\_\_ Have lunch at Susan's.
- \_\_\_\_\_ Visit the Museum of Natural History.
- \_\_\_\_\_ Visit the aquarium in Brooklyn.

2. What three ways can Susan get to work?

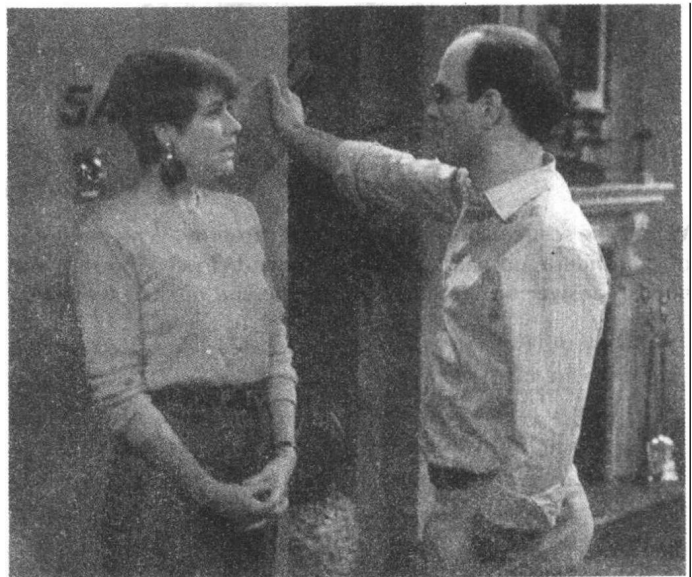
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B. To check your answers, watch the preview again and pause at 1:39. Then complete the activity below.  
What is Harry going to say next? Can you guess? Circle *a*, *b*, or *c*.

- Harry: a. Susan, I'd like you to marry me.  
b. Susan, I'd like to continue this conversation later.  
c. Susan, I'd like to take you to dinner tonight.

C. Now watch the rest of the preview to check your answer.



## ACT I

## VIDEO GAMES

*Scene 1: "I'd like to live in the city."*

## LISTEN IN

SOUND ON



1:51 - 3:49

Read the statements below. Then watch the scene and listen to it carefully. Which of the following items are true according to the information in the scene? Put a check (✓) in the box only if you are sure the sentence is true.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> 1. New York City has good public transportation. | <input type="checkbox"/> 4. Susan moved to the city five years ago.                     | <input type="checkbox"/> 7. The Stewarts often had family visits to New York City on Sundays. |
| <input type="checkbox"/> 2. Harry doesn't live in New York.               | <input type="checkbox"/> 5. Michelle is old enough to do activities in New York.        | <input type="checkbox"/> 8. Michelle and Harry visited the art museum two times.              |
| <input type="checkbox"/> 3. The suburbs are good for outdoor activities.  | <input type="checkbox"/> 6. Harry hasn't visited the places Michelle is visiting today. | <input type="checkbox"/> 9. Susan will go with Harry and Michelle to the museum next weekend. |



## IN OTHER WORDS . . .

Watch the scene again and listen to it carefully. Which word or phrase do the characters use to express the meaning of the underlined part of each sentence below? Choose your answers from the Word and Phrase Box. Write the correct answer on the blank line at the end of each sentence.

- Living in New York is so easy. \_\_\_\_\_
- There are many activities. \_\_\_\_\_
- I agree. \_\_\_\_\_
- I grew up in Riverdale, you know. \_\_\_\_\_
- As a career-minded woman, I love New York. \_\_\_\_\_
- New York offers so many things—one of these is the best tomatoes. \_\_\_\_\_
- Michelle's old enough to live in the city. \_\_\_\_\_
- Today proves my point. \_\_\_\_\_
- Consider my situation. \_\_\_\_\_
- Dad was a busy doctor, but he always found time for a trip with us on Sunday. \_\_\_\_\_
- Maybe you'll join us? \_\_\_\_\_

## WORD AND PHRASE BOX

squeezed in  
the right age  
working woman  
What about me?  
remember  
perhaps  
convenient  
There's so much to do.  
is a perfect example  
know what you mean  
including

## Scene 2: "All set for lunch."

### GROUP DIALOGUE

IN GROUPS OF THREE



SOUND ON



Watch the scene to complete the dialogue below. Work in groups of three. Choose your answers from the Word Box. Write the correct word on each blank line. Watch the scene again if necessary.

1. Susan: Well, \_\_\_\_\_ we are. All set for lunch, Harry.
2. Harry: Looks \_\_\_\_\_. I wish Michelle and her friends would \_\_\_\_\_ here. I'm \_\_\_\_\_, aren't you?
3. Susan: I can't \_\_\_\_\_ to take a \_\_\_\_\_ of the pumpernickel. It smells so \_\_\_\_\_.

*(The downstairs buzzer sounds. Susan goes to the intercom.)*

4. Susan: \_\_\_\_\_! \_\_\_\_\_! *(She speaks into the intercom.)*  
Who is \_\_\_\_\_?
5. Michelle: Michelle. It's \_\_\_\_\_, Susan.
6. Susan: Come in, Michelle. And bring your friends \_\_\_\_\_.  
We're on the fifth \_\_\_\_\_. Oh, you've \_\_\_\_\_ here before.

Now practice reading the dialogue together.

### WORD BOX

coming  
delicious  
along  
there  
us  
inviting  
bite  
coming  
get  
floor  
it  
been  
starving  
wait

## Scene 3: "I do care."

### HOW DO SUSAN AND HARRY FEEL?

WITH THE WHOLE CLASS



SOUND ON



Watch the scene. Then read the possible explanations below of how Susan and Harry feel. Which explanations best describe their feelings? Circle A, B, or C for Susan. Circle D, E, or F for Harry. Explain your choices.

A

Susan is nervous. She can't wait for Harry to say, "I love you." She wants to marry him and live with him and Michelle.

B

Susan isn't sure. She wants to take it slow with Harry. She's hoping he won't ask her to marry him yet.

C

Susan is scared. The idea of becoming a wife and mother at the same time is frightening.



D

Harry is divided. He loves Susan, but he isn't sure Michelle would accept her as a mother.

E

Harry is shy. He loves Susan, but he has little experience with women. He doesn't know how to express himself.

F

Harry is scared. He loves Susan, but he isn't sure she loves him. He doesn't want to get rejected.

WITH THE WHOLE CLASS



## THE SUBTEXT

Read Harry's and Susan's thoughts below. Then watch the scene again and listen to the conversation. What do the characters say to express these thoughts? Tell your teacher to stop the tape when you hear each answer. Repeat the character's actual dialogue.



1

*Harry: Are you doing this for Michelle, or because you love me?*

2

*Susan: I'm trying to bring us all together as a family.*

3

*Susan: Harry, I wish you would express your feelings more clearly.*

ACT I



## THE SUBURBS AND THE CITY

IN PAIRS



SOUND ON



5:49 - 7:07

- Watch the "Focus In" segment. Listen carefully to the differences between the city and the suburbs.
- Work with a partner. Play the segment again. Listen for the sentences below. On each blank line, write the missing phrase. Repeat the segment as many times as necessary.

### THE SUBURBS

We have a nice house, with trees \_\_\_\_\_, and a back yard for Michelle and her friends \_\_\_\_\_. It's a quiet neighborhood, where people \_\_\_\_\_.

### THE CITY

There's lots of things for us to do together in the city. Like \_\_\_\_\_. We had such a good time there. And \_\_\_\_\_. What a beautiful ride \_\_\_\_\_.

- Choose one of the paragraphs above. Your partner will take the other. Use the paragraph as a model to write about your own experience—in the suburbs or in the city.

# ACT I

## INTERMISSION

### GRAMMAR AND EXPRESSIONS: *There is/there are*

In Act I, Harry says, "There's lots of things for us to do in the city." The correct form is *There are lots of things* ... because the real subject (*things*) is plural. In conversation, this error of saying *there is* instead of *there are* is common because the real subject of the sentence comes after *is* or *are*. In most other sentences, the real subject comes before *is* or *are*.

- Use *there is* when the real subject is singular.

EXAMPLE: *There is* a lot of traffic.

- Use *there are* when the real subject is plural.

EXAMPLE: *There are* a lot of theaters.

Complete the paragraph below. Write *is* or *are* on each blank line.

In the city there \_\_\_\_\_ lots of traffic. There \_\_\_\_\_ people on the streets, and there \_\_\_\_\_ lots of noise. But there \_\_\_\_\_ many cultural activities. There \_\_\_\_\_ theaters and museums, and there \_\_\_\_\_ places to visit. The suburbs are much different. There \_\_\_\_\_ not as many cultural activities, but there \_\_\_\_\_ more time to sit and relax. There \_\_\_\_\_ more space, and there \_\_\_\_\_ more trees and lawns.

## USEFUL LANGUAGE

In Act I, you heard ways to ...

- agree with someone:  
*I know what you mean.*

- remind someone:  
*I grew up in Riverdale, remember?*

- give an example:  
*New York has all the conveniences, including the best tomatoes.*

- emphasize a point:  
*The truth is, I'd like to live in the city.*

- focus attention on someone or something:  
*What about me?*

- say "to make time (or space) for":  
*He usually managed to squeeze in a Sunday ...*

- make a suggestion:  
*You ought to think about spending more time with Michelle ...*

- say something is ready:  
*Perhaps you'll help me ...*

- say something is ready:  
*There we are.*  
*All set for lunch.*

- talk about an impression:  
*Looks inviting.*  
*Smells delicious.*

- express a desire:  
*I wish Michelle and her friends would get here.*

- express anticipation:  
*I can't wait to take a bite of the pumpnickel.*

- answer someone who calls:  
*Coming!*

IN PAIRS



## INSTANT ROLE-PLAYS

Practice this conversation with a partner:

At home, the doorbell rings ...

A: Coming!

B: Good morning, sir/madam. Do you have school-age children? If so, perhaps you'd like to buy a set of these reference books.

A: The truth is, we already have that set.

B: What about this other one? It has color illustrations, including a four-color wall chart.

A: That looks interesting. But I don't think we could squeeze in another book on our shelves.

B: OK. Thanks for your time.

Then complete this conversation:

At the office ...

A: I wish my boyfriend/girlfriend would suggest getting married.

B:

A:

B:

A:

B:

## READ AND DISCUSS

Read the paragraphs under "U.S. Life." Then discuss your answers to the questions under "Your Turn."

ON YOUR OWN



### U.S. LIFE

People in the United States may live in one of three areas: the city, the suburbs, or *the country*—areas far from the city. In the early twentieth century, many people left their farming jobs in the country to find higher-paying jobs in the cities. After World War II, people began moving out of the cities to surrounding areas, called *suburbs*, where they had more space. The growth of transportation—public trains and private automobiles—made this possible. Today, most city workers are like Harry. They live in the suburbs. They *commute* into the city every morning and out of the city every afternoon.

In the 1980s, some people began moving back to the country, because they could communicate electronically from computers in their homes to businesses in the city.

IN SMALL GROUPS



### YOUR TURN

1. Where do most people in your country live—the city, the suburbs, or the country?
2. Where do you prefer to live? Why?



## ACT II

### PREVIEW

SOUND OFF



7:13 - 7:47

With the sound off, watch the preview. Then, with the sound on, watch it again and pause at the two times below. What is Michelle going to say? Can you guess? Circle *a*, *b*, or *c*.

1.



PAUSE AT 7:19

- Michelle:** *a.* This is my Dad's girlfriend, Susan Stewart.  
*b.* I'd like you to meet Audrey and her mother, Mrs. Cooper.  
*c.* These are some of my friends.

2.



PAUSE AT 7:38

- Michelle:** *a.* I think it's too easy.  
*b.* I think it's too hard.  
*c.* I think it's too expensive.



ACT II

VIDEO GAMES

Scene 1: "I saw a real shark!"

YES OR NO?

IN PAIRS



SOUND ON



7:48 - 8:46

Watch the scene. Then complete this activity with a partner. Take turns asking and answering the questions below. If your answer is *no*, give the correct answer, and stress (pronounce more strongly) the word which corrects the sentence. The first two answers are given.

1. Michelle and her friends went to the aquarium.  
**Yes, they did.**
2. Michelle saw a whale.  
**No, she didn't. She saw a shark.**
3. Mrs. Cooper is Audrey's mother.
4. It was Mrs. Cooper's first visit to the museum.
5. Susan and Harry prepared tuna fish and cheese salad.
6. Michelle loves tuna fish.
7. Susan used to be a Girl Scout.
8. Ellen took the Girl Scouts everywhere.

Scene 2: "It might be just right..."



LISTEN IN

SOUND ON



8:47 - 9:23

Read the statements below. Then watch the scene and listen to it carefully. Which of the following items are true according to the information in the scene? Put a check (✓) in the box only if you are sure the sentence is true.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 1. Susan's company makes toys and games for children. | <input type="checkbox"/> 4. Michelle wants to try one of Susan's games. | <input type="checkbox"/> 7. The game is not hard enough for older children.                |
| <input type="checkbox"/> 2. Susan's job is to find ideas for toys and games.   | <input type="checkbox"/> 5. Susan brought home a game to examine it.    | <input type="checkbox"/> 8. To play the game you need ten to twelve players.               |
| <input type="checkbox"/> 3. Her company sells the games at supermarkets.       | <input type="checkbox"/> 6. Susan had some children try the game.       | <input type="checkbox"/> 9. Michelle and her friends are between ten and twelve years old. |

## Scene 3: "Too easy?"



### THE RULES OF THE GAME

SOUND ON



9:23 - 10:29

Watch this part of the scene. What are the rules? Circle all the rules below that are correct. The first one is done for you.

- ①. Use only ten cards.
2. Only four players can play the game.
3. Make up words from the letters.
4. You get one point for each letter.
5. You get 10 extra points for making the longest word.
6. You get 15 points for making a sentence.
7. You take turns going this way: 
8. You take turns going this way: 
9. Each player has thirty seconds to make a word.
10. If you spell your name you win 100 points.

IN SMALL GROUPS



### YOUR TURN

SOUND ON



10:29 - 11:42



Watch this part of the scene. Then look at the letters on the board in the picture above. How many words can you make from the letters? Play the game in a small group. When someone reaches 100 points, stop and compare your word list with that of another group.

### HOW DOES SUSAN FEEL?

WITH THE WHOLE CLASS



SOUND ON



11:43 - 12:05

Watch this part of the scene. Michelle says the game is easy. But Susan doesn't seem upset by this criticism. Why? Read the two possible explanations below. Which explanation best describes Susan's feelings? Circle A or B. Explain your choice. If you wish, you may watch this part of the scene again to find the answer.

A

Susan really is upset at Michelle's remark about the game, but she doesn't want to show her feelings. She wants to be friendly with Michelle.

B

Susan isn't upset at Michelle's remark about the game. She wants the children's honest criticism, so she will know if the game is a good product for her company to sell.





## Scene 4: "Thanks again for the lunch..."

### TAKE A GUESS

SOUND ON



12:06 - 13:06

With the sound off, watch the scene. What do Michelle and Susan say to each other? Read the three possible dialogues below. Which dialogue best fits what you saw in the scene? Circle A, B, or C.

- | A   | B   | C   |
|---|---|---|
| <b>Michelle:</b> Good-bye, Susan. It's not a bad game. It's just... slow. | <b>Michelle:</b> Bye, Susan. I'm sorry I criticized your game.    | <b>Michelle:</b> Bye, Susan. It's not a good game. It's too slow.                     |
| <b>Susan:</b> Just slow. You helped save our company a lot of money.      | <b>Susan:</b> That's OK. You were only being honest. I like that. | <b>Susan:</b> You're very smart. But I think the game will be good for most children. |

Now, with the sound on, watch the scene to check your answer.

ACT II



### TAKE MY WORD

WITH THE WHOLE CLASS



SOUND ON



13:07 - 15:50

Play the "Focus In" segment. Play "Take My Word."

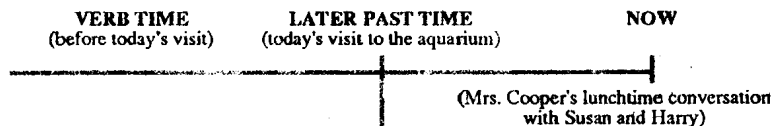
ACT II

### INTERMISSION

## GRAMMAR AND EXPRESSIONS: Past Perfect Verb Tense

Use the past perfect verb tense (*had* + past participle) to refer to something that happened before another past time. There must always be a later past-time reference when you use the past perfect. In other words, you use the past perfect when there are two past-time references: the verb time and a later past time.

For example, when Mrs. Cooper was talking to Susan and Harry about the aquarium, she said, "I *had* never been there before." Here, before means "before visiting the aquarium with the girls today."



Here are two more examples of sentences with the past perfect verb tense:

I was happy when I took my English test because I *had* studied a lot.

My friend was disappointed when he arrived at the party because I *had* left already.

IN PAIRS



Work with a partner. Make more sentences like the two examples above. Say true information about your life. Follow the pattern in the box below.

ADJECTIVE	PAST TENSE VERB PHRASE	PAST PERFECT TENSE VERB PHRASE
<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div>
... was	when ...	because ...

## PRONUNCIATION: Spelling Aloud

- A. The names of some letters of the alphabet are pronounced with the same vowel sound as other letters. For example, the names of the letters *M* and *N* both have the short *e* sound; and *K* and *J* both have the long *a* sound /ā/. The names of the letters *O* and *R* do not have the same vowel sound as any other letter. Look at the chart below. The letters are grouped with other letters whose names include the same vowel sound. Practice saying the name of each letter.

/ā /	/ē /	/e/	/ī/	/ū/	/ō/	/ā/
A	B C	F L	I	U	O	R
H	D E	M N	Y	Q		
J	G P	S X		W		
K	T V					
	Z					

- B. Fill in the blanks below. Write one letter on each line.

1. Your name \_\_\_\_\_
2. Your street \_\_\_\_\_
3. Your country \_\_\_\_\_

- C. Now practice spelling the words out loud until you can do it clearly and without hesitation.

### USEFUL LANGUAGE

In Act II, you heard ways to ...

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• express joy at some news:<br/><i>I'm so glad!</i></li> <li>• introduce two people:<br/><i>I'd like you to meet ...</i><br/><i>This is ...</i></li> <li>• invite someone to enter:<br/><i>Come on in.</i></li> <li>• say that you are speaking honestly:<br/><i>Frankly ...</i></li> </ul> | <ul style="list-style-type: none"> <li>• recall past habits:<br/><i>I remember when I used to ...</i></li> <li>• mention what someone else has told you:<br/><i>I understand (that) ...</i></li> <li>• approve of a suggestion:<br/><i>That's an excellent idea.</i></li> <li>• give information that might be surprising:<br/><i>I happen to ...</i></li> </ul> | <ul style="list-style-type: none"> <li>• say something more clearly:<br/><i>In other words ...</i></li> <li>• summarize events until now:<br/><i>So far, ...</i></li> <li>• tell people to enjoy themselves as they leave:<br/><i>Have a good time.</i></li> <li>• agree to a suggestion:<br/><i>That'll be fine.</i></li> </ul> |
|--|--|--|

IN GROUPS OF THREE



### INSTANT ROLE-PLAYS

Practice this conversation with a partner:

At the family reunion ...

- A: \_\_\_\_\_! Come on in!
- B: I'd like you to meet my fiancé, \_\_\_\_\_.
- C: How do you do, \_\_\_\_\_. I understand you designed this house yourself. It's beautiful.
- A: Thank you. We're so glad to hear about your wedding date. Why don't we go onto the patio with everybody else?
- B: That's an excellent idea. I can't wait to introduce \_\_\_\_\_.
- A: Can I get you an iced tea?
- C: That'll be fine.
- B: Do you have any soda?
- A: I happen to have your favorite brand.

Then complete this conversation:

A moment later, on the patio ...

- B: Hi, everybody! I'd like you to meet my fiancé, \_\_\_\_\_.
- C:
- Future mother-in-law:
- B:
- Future mother-in-law:
- C:
- B:
- Future mother-in-law: