

JACK C. RICHARDS DAVID BYCINA

# PERSON TO PERSON

*Communicative speaking and listening skills*

BOOK 2



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# TO THE STUDENT

Up to now your study of English has probably focused on the study of English grammar and vocabulary. You already know quite a lot about what the rules of English grammar are, and how sentences are formed in English. This knowledge provides an important foundation for you to use in learning to speak and understand English. But the study of English grammar by itself will not enable you to speak English fluently. In order to develop conversational listening and speaking skills you need practice in these skills and this is what *Person to Person* aims to do.

The focus of each unit in *Person to Person* is not on a feature of grammar but on a conversational task or function such as “introducing yourself to someone,” “asking for directions,” “talking about likes and dislikes,” “inviting someone to go somewhere” and so on. In order to take part in English conversation it is necessary to learn how these and other commonly occurring functions are expressed in English. This explains how this book is organized.

*Person to Person* gives you opportunities to listen to native speakers and gives you guided practice in carrying out many conversational functions. This is done in the following way:

## Conversations

Each unit begins with a conversation which demonstrates a particular function. You will listen to these conversations on the cassette or as your teacher reads them and use them to improve your comprehension of spoken English as well as your awareness of language use in various business and social settings, both formal and informal.

## Give It a Try

Each conversation consists of a number of parts, and you will be able to concentrate on each part separately. Follow the model provided on the cassette or by your teacher and then practice the lines with a partner until you feel “comfortable” with the language. In this section, you will also learn alternative ways of expressing the same function.

## Listen to This

These sections, which come at the end of each

regular unit, allow you to apply what you have learned to listening situations that will prepare you for real-life listening tasks such as listening and recording specific information on forms, getting directions, finding out opening and closing times, etc. The tapescripts for these sections begin on page 113.

We hope you will find that learning to speak and understand English is not as difficult as you think. But, like any skill, it involves practice. *Person to Person* will guide you through various kinds of practice, moving from controlled to freer use of language. There are multiple opportunities to review what you have learned both within each unit and in special review units, called Variations.

*Person to Person* uses paired practice activities which are designed to give you as much conversational practice as is possible in a classroom situation. Remember, as you practice, that communication involves more than just the right words: People “say” a lot with their faces, their bodies and their tone of voice.

As you practice with your partner, don't keep your eyes “glued to your book.” Instead, use the “read and look up” technique: Look at your line before you speak. Then immediately look up at your partner, make eye contact and say the line (or part of it) to him/her as if you were acting. You may look down at your lines as often as you need to, but when you speak, look at your partner. This will improve your fluency.

In addition to the language presented in each unit, here are some expressions that will be very useful to you both in and outside of class.

- a. Please say that again.
- b. I'm sorry. I don't understand.
- c. How do you say \_\_\_\_\_ in English?
- d. Please speak more slowly.
- e. What does \_\_\_\_\_ mean?
- f. I don't know.
- g. May I ask a question?
- h. How do you spell \_\_\_\_\_ ?

The guided speaking and listening practice you get in this book will give you a firm basis for using English outside the classroom and in speaking with other speakers of English *Person to Person*.

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## UNIT 1

# Haven't we met before?



**1.**

**Tom:** Aren't you Jim McDonald?

**Jim:** Yes, that's right.

**Tom:** I believe we met at a sales conference last year. I'm Tom Bradshaw.

**Jim:** Oh, yes. I remember. How've you been?

**Tom:** Just fine. And you?



**2.**

**Alan:** Excuse me. Haven't we met before?

**Penny:** I don't think so.

**Alan:** You work for Pan Am, don't you?

**Penny:** Yes, that's right.

**Alan:** I think I met you at Bert Conway's party last May.

**Penny:** Oh, really?

**Alan:** Well anyway, my name's Alan Baxter.

**Penny:** Mine's Penny Jacobs. Nice to meet you.



**3.**

**Bill:** Have you two met before?

**Ellen:** No, I don't think we have.

**Bill:** Well, let me introduce you then. Ellen Robbins, this is my friend, Ted Newman.

**Ted:** Nice to meet you.

**Bill:** Ellen's a chemist.

**Ted:** Oh, are you?

**Ellen:** Yes, I work for Bristol Myers. And what do you do, Ted?

**Ted:** Oh, I'm an accountant.

## GIVE IT A TRY

### 1. Reintroducing yourself (1)

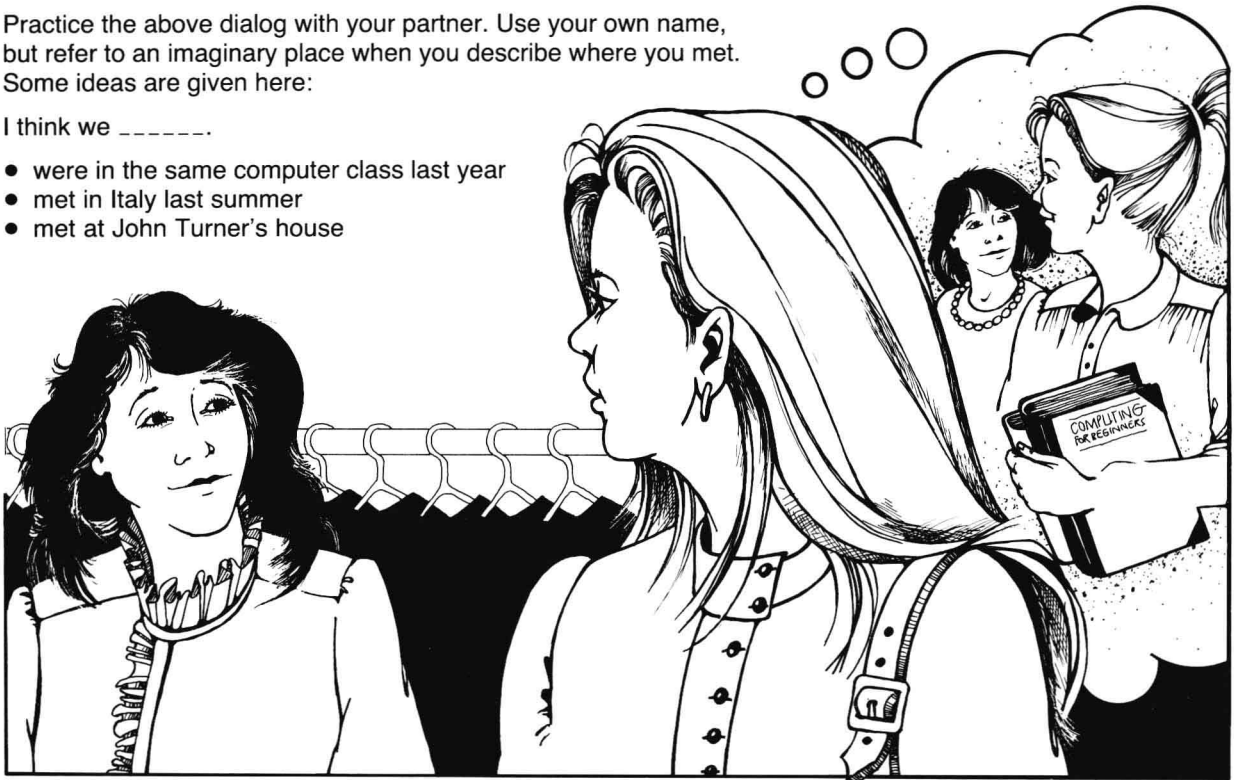
- ▶ Aren't you *Jim McDonald*?
- ▷ Yes, that's right.
- ▶ I | believe | we met *at a sales conference last year.*  
| think |
- My name's *Tom Bradshaw.*
- ▷ Oh, yes. I remember. How've you been?
- ▶ Just fine. And you?

#### Practice 1

Practice the above dialog with your partner. Use your own name, but refer to an imaginary place when you describe where you met. Some ideas are given here:

I think we \_\_\_\_\_.

- were in the same computer class last year
- met in Italy last summer
- met at John Turner's house



#### Practice 2

On a small piece of paper, write: your name, your current school or job, the name of the high school or university you attended, your home town, and a place you have visited. Exchange papers with your partner. Then practice the dialog again. This time use the "real" information you have about your partner to tell him/her where you think you met.



## 2. Reintroducing yourself (2)

- ▶ Aren't you from *Seattle*?
- ▷ Yes, that's right.
- ▶ I thought so. I think we *met at a conference there last year*.
- ▷ Oh, yes, I remember. It's good to see you again.

### Practice 1

You think you recognize someone you've met, but you're not sure of his/her name. Practice conversations like the one above, using the cues that follow. Alternate roles so that you and your partner each get practice starting the conversation. Student A will ...

Start like this:

1. Don't you work for General Motors?
2. Didn't you go to Boston University?
3. Don't you come from San Diego?
4. Didn't you go to Taft High School?
5. Don't your children go to Todd School?
6. Aren't you a friend of Jan Kimble's?

And continue like this:

- ... met at a sales conference last year.
- ... were in the same dormitory.
- ... met at the country club once.
- ... were in the same class.
- ... met at a parents' meeting.
- ... met at a party last May.

### Practice 2

Now try this dialog again. This time use the information you exchanged with your partner earlier.

## 3. Identifying someone and being told you are mistaken

- ▶ Aren't you *Jim McDonald?*  
from *Seattle?*
- Don't you work for *General Motors?*
- Didn't you graduate from *Boston University?*
- ▷ No, I 'm not.  
don't  
didn't
- ▶ Oh, sorry.

### Practice

Write the names of

two actors or actresses: \_\_\_\_\_

two cities: \_\_\_\_\_

two companies: \_\_\_\_\_

two universities: \_\_\_\_\_

Now use the cues you have just written to practice asking and answering questions like the ones above. Be sure that your answers are like those in the model.

#### Student A

1. **Aren't** you\_\_\_\_\_?
2. **Don't** you\_\_\_\_\_?
3. **Didn't** you\_\_\_\_\_?

#### Student B

1. No, I'm **not**.
2. No, I **don't**.
3. No, I **didn't**.

## 4. Asking whether you've met before

<p>▶ Excuse me. Haven't we met before? I met you Don't I know you from somewhere?</p> <p>▷ I'm not sure. Have we? you? Do you?</p> <p>▶ You work for Pan Am, don't you? You're an engineer, aren't you?</p>	
<p>▷ Yes, that's right.</p> <p>▶ I think I met you at Bert Conway's party last May. we met</p> <p>▷ Oh, really? did we?</p>	<p>▷ No, I don't. You must have the wrong person. I'm not.</p> <p>▶ Oh, sorry.</p>
<p>▶ Well, anyway, my name's Alan Baxter.</p> <p>▷ Mine's Penny Jacobs. Nice to meet you. I'm</p>	

### Practice 1

You see someone you think you've met before. You don't remember the person's name, but you remember something about him/her. Practice this conversation.

#### Student A

A: Excuse me. Haven't we met before?  
B: -----  
A: You work for Pan Am, don't you?  
B: -----

#### Student B

A: -----  
B: I don't think so.  
A: -----?  
B: Yes, that's right.

### Practice 2

Practice the dialog again two or three times. Student A asks Student B questions, choosing from these cues:

1. work for IBM
2. are from Chicago
3. go to UCLA
4. are an engineer
5. were on the tennis team
6. studied at Harvard

Student B responds either affirmatively (*Yes, that's right*) or negatively (*No, I'm not/wasn't/don't/didn't*).

### Practice 3

Now continue the conversation and say where you think you met. Student A can choose from the cues below, and each partner supplies his/her own name.

#### Student A

A: Excuse me. Haven't we met before?

B: .....

A: You work for Pan Am, don't you?

B: .....

A: I think *we met at Bert Conway's party.*

B: .....

A: Well, anyway, my name's .....

B: .....

#### Student B

A: .....

B: I don't think so.

A: .....

B: Yes, that's right.

A: .....

B: Oh, really?

A: .....

B: Mine's .....

Student A says, *I think we ...*

OR *I think I ...*

- |                                    |  |
|------------------------------------|--|
| 1. met at Bert Conway's party      | 4. met you on the Riviera              |
| 2. were neighbors for a short time | 5. saw you at a conference last August |
| 3. were in the same class          | 6. have seen you around campus         |

Now change roles with your partner and practice the conversation again.

## 5. Introducing another person

<p>▶ Have you two met before?</p> <p>▷ No, I don't think   we have. so.</p>	<p>▶ Do you two know each other?</p> <p>▷ No, I don't think   we do. so.</p>
<p>▶ Well, let me introduce you, then.   <i>Ellen,</i>   this is my   friend, <i>Ted Newman.</i>   <i>Miss Peters,</i>   colleague, <i>Mr. Newman.</i></p> <p>▷   It's very nice   to meet you.   I'm very   glad     pleased   How do you do?</p> <p>● Glad to meet you.</p>	

### Practice 1

In groups of three, introduce a "friend" to another "friend." Use first names.

### Practice 2

You are at a business conference. Again in groups of three, introduce your colleague to another businessman/woman.

## 6. Talking about occupations

▶ Ellen | 's a *chemist*.  
works for *Bristol Myers*.

▷ Oh, | really?  
are | you?  
do |

• Yes, I | work for *Bristol Myers*. | And what do you do, *Ted*?  
'm a *chemist*.

▷ Oh, I | 'm | an *accountant*.  
| in the *import-export business*.  
work for *Universal Imports*.

### Practice 1

Still in groups of three, continue introducing your friends/colleagues to each other. Follow the model above.

### Practice 2

Now put exercises 5 and 6 together and practice introducing two friends from the beginning.

## 7. Introducing another person more formally

▶ Excuse me, | *Ted*. | I'd like | to introduce | *Ellen Peters*.  
*Mr. Newman*. | you to meet |

*Ms. Peters\** is | a *chemist* (at *Bristol Meyers*).  
| at *Bristol Meyers*.

\* In formal social situations, it is traditional to use Miss /*mis*/ for unmarried women and Mrs. /*misiz*/ for married women. In professional settings, it is common to use the title Ms. /*miz*/, which does not distinguish women on the basis of marital status.

### Practice

Now you are in a more formal setting. Introduce your partner to two other people in the class using titles (Mr., Mrs., Miss, Ms., etc.) and last names. They will respond with, "It's very nice to meet you."/"How do you do?" Your partner will continue the conversation by asking what the other person does.



**LISTEN TO THIS**

1. Look at the five pictures. You are going to hear four conversations. Listen. Where do you think the people are? Look for the appropriate picture and put the number of the conversation next to it. Does the second speaker recognize the first one? Check "yes" or "no" under the picture.



yes \_\_\_ no \_\_\_



yes \_\_\_ no \_\_\_



yes \_\_\_ no \_\_\_



yes \_\_\_ no \_\_\_



yes \_\_\_ no \_\_\_

Now listen again and check your information.

**2.** You are going to hear three conversations. In each one, people are making introductions. Listen to the introductions and match each name on the left with the information that is given about that person on the right. The first one has been done as an example.

### Conversation 1

Jeannie Turner is Mr. Turner's boss  
wife

Don McNeil is Mr. Turner's colleague  
sister  
daughter



### Conversation 2

Murray Goldman is a political science student  
a business student

Jack Anderson is a philosophy student  
an economics student  
a geography student  
an engineering student



### Conversation 3

Mr. Jiménez is in the Marketing Department  
the Accounts Office

Ms. Rosetti is in the International Division  
the Public Relations Department  
the Personnel Department  
the Sales Department

Now listen again and check your answers.

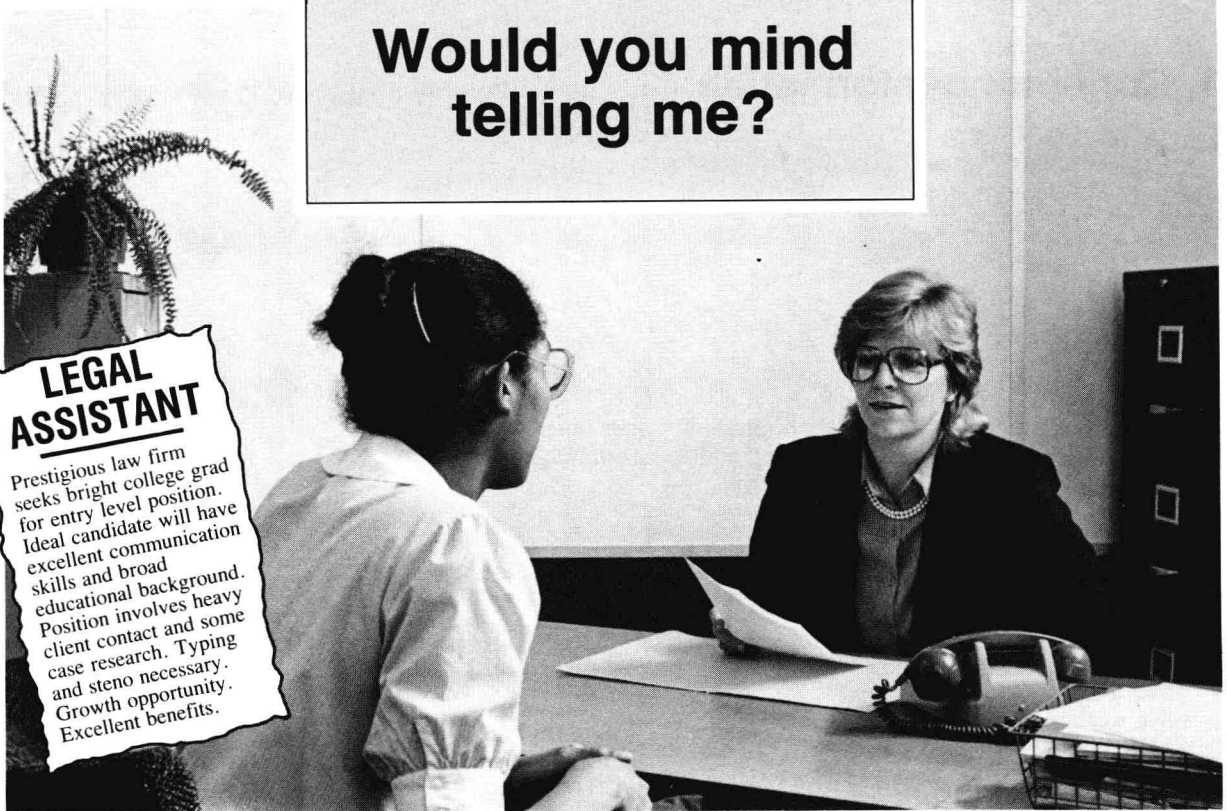


## UNIT 2

# Would you mind telling me?

### LEGAL ASSISTANT

Prestigious law firm seeks bright college grad for entry level position. Ideal candidate will have excellent communication skills and broad educational background. Position involves heavy client contact and some case research. Typing and steno necessary. Growth opportunity. Excellent benefits.



**Ms. Blake:** Let's discuss your educational background, Miss Kelly, you were an English major, weren't you?

**Ms. Kelly:** Yes. That's right. It was my best subject at college.

**Ms. Blake:** Fine. And could you tell me what kind of work experience you've had?

**Ms. Kelly:** My last position was with Loomis and Martin. That's a law firm in Sacramento.

**Ms. Blake:** And when was that exactly?

**Ms. Kelly:** From 1980 to 1983.

**Ms. Blake:** Uh huh.

**Ms. Kelly:** Before that I worked for Bishop and Baldwin. That was from 1978 to 1980. And I've been doing freelance work for the last few months.

**Ms. Blake:** Well, Ms. Kelly, your qualifications for the job are excellent. Could you tell me what kind of salary you are expecting?

**Ms. Kelly:** Well, in my last job I was making \$1500 a month. I understand that this position has a starting salary of around \$1600 a month.

**Ms. Blake:** That's right.

**Ms. Kelly:** That would be fine with me.

**Ms. Blake:** And is there anything you'd like to ask about the job?

**Ms. Kelly:** Yes, I'd like to know if the company provides opportunities for further education.

**Ms. Blake:** Yes, our employees are allowed to take up to six hours a week at full pay, to attend college courses.

**Ms. Kelly:** That's very generous.

**Ms. Blake:** Is there anything else you'd like to know?

**Ms. Kelly:** No, not at this time.

**Ms. Blake:** Well, I've enjoyed meeting and talking with you. We'll call you within the week.

**Ms. Kelly:** Thank you. I appreciate the time you've given me.

## GIVE IT A TRY

### 1. Confirming information

- ▶ You | *were an English major, weren't you?*  
| *take shorthand, don't you?*
- ▷ Yes, | *that's right.*  
| *I was.*  
| *I do.*

#### Practice

Student B is being interviewed for a job. Student A asks questions using the cues below. Student B answers, giving additional information if possible. For example:

- A: You read the job description, didn't you?  
B: Yes, I did. It sounds like a very interesting job.

1. are a college graduate
2. can use a word processor
3. were active in school organizations
4. have taken courses in business
5. have worked in a law firm before
6. will be able to start work this month

### 2. Asking questions in formal situations

- ▶ Could | you tell me what kind of work experience you've had?  
| Would
- ▷ My last position was with *Loomis and Martin*. That's a *law firm in Sacramento*. Before that I worked for *Bishop and Baldwin*. That was from *1978 to 1980*. And I've been *doing free-lance work for the last few months*.

#### Practice 1

Student A interviews Student B for a job and starts by asking what sort of work experience he/she's had. Student B can answer as he/she chooses. Student A listens and then asks further questions if necessary to find out:

1. what the name of her/his last employer was
2. how long he/she worked there
3. who her/his superior was
4. how much he/she earned



### Practice 2

Now do the interview again, but this time fill in the form below as you ask the questions.

**EMPLOYMENT HISTORY**

Name of last employer \_\_\_\_\_ Position \_\_\_\_\_

Name of supervisor \_\_\_\_\_ Salary \_\_\_\_\_

Length of service \_\_\_\_\_

Reason for leaving \_\_\_\_\_

### 3. Asking for clarification

▶	(And)	when was that where was that what did you do there	(exactly)?
▷	From 1980 to 1983. Sacramento. I was a <i>secretary</i> .		

### Practice 1

Look at the resume summaries below. Student B will take the part of Bill Wingard, and Student A will talk to him about his business experience. Then alternate roles, using the other resume summaries. Use this model.

- A: Could you tell me what kind of business experience you've had?  
 B: My last position was at \_\_\_\_\_.  
 A: And when was that exactly?  
 B: \_\_\_\_\_.  
 A: Where was that?  
 B: \_\_\_\_\_.  
 A: I see. And what did you do there?  
 B: \_\_\_\_\_.

**Name:** Bill Wingard  
**Employer:** Texas Instruments  
**Location:** Houston, Texas  
**Dates:** 1980-1984  
**Responsibilities:** Supervise staff training program

**Name:** Marilyn Price  
**Employer:** Olivetti Business Machines  
**Location:** Phoenix, Arizona  
**Dates:** 1978-1984  
**Responsibilities:** prepare sales manuals

**Name:** Koji Takano  
**Employer:** RCA Corporation  
**Location:** Los Angeles, California  
**Dates:** 1981-1984  
**Responsibilities:** supervisor in purchasing dept.