

NEW CONCEPT ENGLISH



Mainline

BEGINNERS A

Students' Book

L. G. Alexander





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Students' Book

L. G. Alexander



Longman

Longman Group Limited
London

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throughout the world

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First published 1978
Reprinted 1979

ISBN 0 582 51547 5

Pronunciation and Intonation Material by Patricia D. Scott Sheldon
Songs by Ken Wilson
Drawings by Michael Charlton, Alan Chatfield and Toni Goffe

Printed by Spottiswoode Ballantyne Ltd.,
Colchester and London.

TO THE TEACHER: CONCISE INFORMATION ABOUT THE COURSE

BROAD AIM: To teach students how to do things through language, while at the same time enabling them to master the grammatical structure necessary for this purpose.

ORGANIZATION: The course is divided into 12 'thematic areas' which should be seen as large-scale objectives. Each area is marked into sub-sections which should be seen as small-scale objectives (see Contents List for details). The material within each area is not arranged in lessons with set-lesson plans, but is divided into frames. Each frame is labelled according to a particular type and has its own form of presentation (see Teacher's Book for details). Spend as much time on each frame as you consider necessary before moving to the next one. Take care not to spend too much or too little time: you are responsible for the 'pacing' and you should aim to complete the book in 60-90 contact hours.




FRAME TYPES: Titles of frames are self-explanatory. Here are some of them: Practice, Language in Context, Listening/Note-Taking, Improvisation, Pronunciation/Intonation, Read and Respond, Listening for Gist, Active Listening, etc.

BASIC METHOD: The grammatical patterns that are taught are put to immediate use for communication purposes. Thus 'grammar-to-communication' may be seen broadly as a three-stage activity:

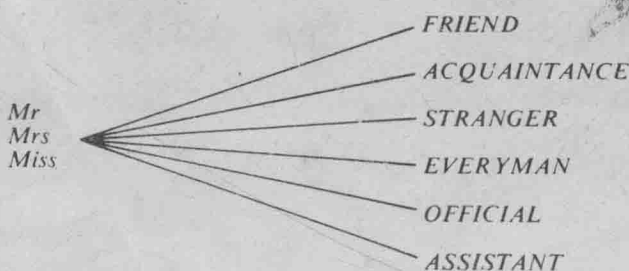
Practice → Language in Context → Improvisation

APPENDICES: There are four (see Contents List). Please note that students must learn by heart everything in the Active Appendix (pages 86 & 87). Where a reference to the Active Appendix appears over a frame, students should refer to the relevant section and learn it before going on to practice the frame. For example, you need to know the alphabet before you can usefully take part in the situation in 1.10.

CONVENTIONS:

-  = Grammar and Writing Section (pp 86-117)
- | / = other items may be substituted for anything between solidi.
-  = partly or wholly on tape. All 'Listening Texts' are in the Teacher's Book.
- () = may be omitted.
- italics* = for the information of the teacher and may have to be explained to the students in their own language.
- bold** = heavy stress (in Pronunciation/Intonation frames) and in self-contained dialogues.
- About you = a frame label which combines with almost any frame-type, indicating that the student can supply either personal information or language of his own choice (even after seeking English-language equivalents from the teacher).
- S1, S2 = Student 1, Student 2, etc.
-  = Pronunciation and Intonation exercise on tape and in Teacher's Book.

SOCIAL ROLES: All the material has been designed for practice by either sex. In all situations, settings are described where necessary and social roles are coded in the following manner:



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UNIT 1 **About you**

Part 1: Understanding and Speaking Section

1.1 Introduction

Introduce the course to the class saying something about objectives, content and method. See Teacher's Book 1.1, p 61, for suggestions.

... name

1.2 Practice/About you

Theme: Identification.

- | | |
|--|-----------------------------------|
| 1 S1 My name's /Pat Wilson/. | S2 (Ah,) hullo. I'm /Chris Best/. |
| 2 S1 Excuse me. Is your name /Chris Best/? | S2 Yes, it is. /No, it isn't. |
| 3 S1 What's your name please? | S2 (It's) /Chris Best/. |
| 4 S1 What's your surname please? | S2 (It's) /Best/. |
| 5 S1 What's your first name please? | S2 (It's) /Chris/. |

1.3 Practice/About you

Grammar and Writing Section = **G&W** (pp 86-117)

Theme: Identification.

- | | |
|---------------------------------------|---|
| 1 S1 I'm /Pat Wilson/. | S2 (Ah,) hullo. My name's /Chris Best/. |
| 2 S1 Excuse me. Are you /Chris Best/? | S2 Yes, I am. /No, I'm not. |

1.4 Pronunciation/Intonation

First study the Appendix on Intonation and then do this exercise.

- | | |
|--|----------------------|
| Look & 1 S1 My name's Chris. | S2 Hullo. I'm Pat. |
| Listen 2 S1 Hullo. Is your name Jo Smart? | S2 No, it isn't. |
| 3 S1 Hullo, Mr Best. | S2 Hullo, Mr Wilson. |

Hullo is friendlier with a rising tune. Which speakers are friendly here?

1.5 Practice/About you

Theme: Mistaken identity.

- | | |
|---|--|
| 1 S1 Excuse me. Are you Mr/Mrs/Miss /Best/? | S2 No, I'm not /Chris Best/. I'm /Pat Wilson/. |
| 2 S1 Excuse me. Is your name /Chris Best/? | S2 No. My name isn't /Best/. It's /Wilson/. |

1.6 Language in context/About you

Situation: Stranger, S1, is meeting Stranger, S2 at the airport.

- | | |
|---|---------------------|
| S1 Excuse me. Are you Mr/Mrs/Miss /Pat Wilson/? | |
| S2 Yes, I am. | OR S2 No, I'm not. |
| S1 I'm /Chris Best/. | S1 (Oh, I'm) sorry! |
| S2 How do you do? | |
| S1 How do you do? | |



1.7 Language in context/About you

Situation: Strangers, S1 and S2, meet at an informal party.

- | |
|-----------------------------------|
| S1 Hullo! My name's /Pat Wilson/. |
| S2 Hi! I'm /Chris Best/. |
| S1 Pardon? |
| S2 I'm /Chris Best/. |
| S1 Nice to meet you. |



1.8 Language in context/About you

Theme: Greetings: Informal: Friend Friend.

Formal: Acquaintance/ Acquaintance.

- 1 S1 Hullo. /Pat/.
- S2 Hi. /Chris/.
- S1 How are you?
- S2 Fine thanks.



- 2 S1 Hullo. Mr Wilson/.
- S2 Hullo. Mrs Best/.
- S1 How are you?
- S2 Very well thank you.



1.9 Improvisation

- 1 Friend, S1, thinks /he/ recognizes Friend, S2, in the street, but it turns out to be a case of mistaken identity.
- 2 Two or more Strangers introduce themselves to each other at a conference.
- 3 Stranger, S1, has an appointment with Stranger, S2, in a hotel lobby. S1 attempts to identify S2.

...the alphabet and spelling

1.10 Language in context/About you/Active appendix 1 (pp 134-136)

Situation: Stranger, S1, is checking into a hotel.

- S1 Good morning/afternoon/evening.
- S2 Good /morning/, sir/madam.
- S1 My name's /Pat Wilson/.
- S2 How do you spell it please?
- S1 /W-I-L-S-O-N/.



1.11 Listening/Note-taking

Situation: Stranger is dictating a list of surnames on the phone and spelling each one. Write what you hear.

...numbers and telephone calls

1.12 Language in context/About you/Active appendix 2(a) (p 134)

Situation: Friend, S1, is telephoning Friend, S2.

- Telephone rings.
- S2 (answering phone): /517 6234/.
- S1 Hullo. Is that you, /Pat/?
- S2 Yes. Is that you, /Chris/?
- S1 Yes. How are you?
- S2 Fine thanks. And you?
- S1 Oh - fine.



1.13 Language in context/About you

Situation: Acquaintance, S1, is telephoning Acquaintance, S2.

- Telephone rings.
- S2 (answering phone): /784 9261/.
- S1 Hullo. Is that Mr/Mrs/Miss /Wilson/?
- S2 Speaking. Who is it please?
- S1 It's /Chris Best/ here.
- S2 Ah, Mr/Mrs/Miss /Best/! How are you?
- S1 Fine thank you. And you?
- S2 Very well thank you.



1.14 Language in context/About you

- ⊗ Situation: Friend, S1, is telephoning Friend, S2, but they don't immediately recognize each other's voices.

Telephone rings.

S2 (answering phone): /074 2189/.

S1 Is that **you**, /Pat/?

S2 Yes, who is it please?

S1 It's **me**. /Chris. Chris Best/.

S2 Oh – hullo, /Chris/.



1.15 Language in context/About you

- ⊗ Situation: Friend, S1, asks to speak to Friend, via Acquaintance, S2.

- Ⓟ Telephone rings.

S2 (answering phone): /643 2107/.

S1 Is that **you**, /Pat/?

S2 No, this is /Chris/.

S1 Oh. Is /Pat/ there please?

S2 Yes, just a **minute** please,

OR No, I'm afraid /he/'s out.



1.16 Improvisation

- 1 Stranger, S1, phones the Magna Hotel and speaks to Assistant, S2. S1 gives /his/ name and assistant asks /him/ to spell it.
- 2 Friend, S1, phones Friend, S2. S1 recognizes S2's voice and greets /him/, but S2 doesn't recognize S1's voice and asks for identification.

1.17 Language in context/About you

- ⊗ Situation: Acquaintance, S1, has intended to phone Acquaintance, S2, but has dial'ed the wrong number.

Telephone rings.

S2 (answering phone): /972 2185/.

S1 Hullo. This is /Pat Wilson/ **here**.

May I speak to Mr/Mrs/Miss /Chris Best/ please?

S2 This is /972 2185/.

S1 Oh – sorry. Wrong **number**.

S2 **That's** all right.



1.18 Song appendix 1 (p 139)

- ⊗ Song: Telephone jingle

1.19 Pronunciation/Intonation

- | | | | |
|------------|-----------------------------|-------------------------|-----------|
| ⊗ Look & 1 | S1 Are you Chris ? | S2 No, I'm not . | S1 Sorry! |
| Ⓟ Listen 2 | S1 Is your name Jo ? | S2 No, it isn't. | S1 Sorry! |

Apologies with fall-rise tunes are more polite. When is S1 polite here?

1.20 Listening/Note-taking

- ⊗ Situation: Stranger is dictating a list of surnames followed by telephone numbers. Write what you hear.

1.21 Language in context / About you

⊙ Situation 1: Friend is knocking at Friend's door.

S1 (knocking at the door).

S2 Who is it please?

S1 It's me, /Pat/.

S2 Come in, /Pat/.

OR (if inconvenient) : Just a minute please, /Pat/.

Situation 2: As above: Acquaintance / Acquaintance.

S1 (knocking at the door).

S2 Who is it please?

S1 It's me. /Pat Wilson/.

S2 Come in, /Pat/ OR Mr/Mrs/Miss /Wilson/.

S1 (if inconvenient) : Just a minute please, (/Pat/).



1.22 Improvisation

- 1 Acquaintance, S1, thinks /he/ recognizes Acquaintance, S2, in the street, but it turns out to be a case of mistaken identity.
- 2 Friend, S1, phones Friend, S2. S1 thinks S2 has answered the phone but it turns out to be someone else (an Acquaintance).
- 3 Friend, S1, phones Friend, S2. S2 has just answered the phone when Stranger, S3, knocks at the door.
- 4 Friend, S1, knocks at the door and goes in without waiting for an answer, but Friend, S2, is on the phone.
- 5 S1, thinks /he/ is speaking to Friend, S2, but has dialled the wrong number.

1.23 Active listening

⊙ Task: You're going to hear three dialogues. Decide which picture goes with which dialogue. Write 1, 2 or 3 beside the appropriate picture. After making your choice, role-play the three scenes.



1.24 Listening for gist

⊙ Task: You're going to hear three dialogues. Which dialogue goes with the picture below? 1, 2 or 3? After making your choice, role-play the scene.



... numbers and addresses

1.25 Language in context/About you/Active appendix 2(b) (p 134)

⊗ Situation: Stranger, S1, is registering at a language school abroad and is speaking to Assistant, S2. Note that S2 listens and writes.

S2 What's your surname please?

S1 (It's) /Wilson/.

S2 How do you spell it please?

S1 /W-I-L-S-O-N/.

S2 And your initials please?

S1 /P. G./

S2 What's your address please?

S1 /27 Grafton Street/.

S2 How do you spell the name of the street/village/town?

S1 /G-R-A-F-T-O-N/.

S2 And what's your telephone number please? telephone number

S1 /786 9460/.

S2 Thank you Mr/Mrs/Miss Wilson.

surname

spelling

initials

address

spelling



1.26 Read and respond

⊗ Situation: S1 is checking in at an airport. Conduct the exchange with reference to the lists below:

○	ANDREWS, A.D.	DN 286	JOHNSON, M.P.	PA 636
○	BRUNS, H.C.	OK 724	KANGKING, N.D.	VB 797
○	CANTER, B.H.	LN 521	SHORT, Q.T.	UR 776
○	LAY, F.C.	CS 616	SWIRE, R.S.	PR 404
○	EASTWOOD, J.L.	KL 340	TREVOR, D.K.	LI 907
○	GREEN, J.K.	AP 515	WHITE, V.W.	JL 490

S2 What's your name please?

S1 /Andrews/.

S2 And your initials?

S1 /A. D./.

S2 Flight number?

S1 /BE 286/.

1.27 Listening/Note-taking

⊗ Situation: Stranger is dictating information over the phone. Only write his name and address.

1.28 Pronunciation/Intonation

⊗ The last item in a list has a falling tune. Has S2 given all his initials?

Ⓟ Look & 1 S1 What is your name?

2 S1 What is your name?

Listen S2 Best. B-E-S-T.

S2 Smart. S-M-A-R-T.

S1 And your initials, please?

S1 And your initials, please?

S2 C.R.L.

S2 A. J. . .

1.29 Improvisation

Everyman, S2, has bought a large picture at a department store and wants them to send it to /his/ address. Assistant, S1, is taking down particulars.

S1 Anything else, sir/madam?

S2 No thank you. Can you send the picture please?

S1 Yes, of course. What's your name please?

And continue to cover: spelling, initials, address and telephone number. You may also use these expressions: pardon, thank you, sorry, just a minute please.



... occupation and nationality

1.30 Practice/About you



Theme: Job/profession and nationality.

- 1 S I'm /a student/.
- 2 S I'm not /a student/.
- 3 S1 Are you /a student/?
- 4 S1 What do you do?

Exercises 1 & 2: individual students make statements: no S2 response.

S2 Yes, I am. No, I'm not.

S2 I'm /a student/.

Job/profession:

- a a shop assistant a teacher a nurse
a taxi driver a factory worker
an an actor an actress an engineer
an office worker an electrician

Nationality:

- English French German Italian
Spanish American Brazilian
Mexican Argentinian Japanese

Repeat: I'm /English/ etc. NB No. 4: What nationality are you?



1.31 Improvisation/About you

READER, page 118

Situation: Two Strangers meet at a formal international gathering. They introduce themselves and exchange information about jobs/professions and nationalities.



... origin/domicile/work

1.32 Practice/About you



Theme: Origin, domicile and work.



- 1 S I come from /England/.
- 2 S I don't come from /England/.
- 3 S1 Do you come from /England/?
- 4 S1 Where do you come from?

Exercises 1 & 2: individual students make statements: no S2 response.

S2 Yes, I do/No, I don't.

S2 (I come from) /England/.

Origin:

- England France Germany Italy
Spain America Brazil Mexico
Argentina Japan

Domicile/Work:

- London Paris Berlin Rome
Madrid Washington Brasilia
Mexico City Buenos Aires Tokyo

Repeat: 1 I live in /London/ etc. NB No. 4: Where do you live?

2 I work in /London/ etc. NB No. 4: Where do you work?

1.33 Language in context/About you



Situation: It's the first day at an international language school. Stranger, S1, is introducing /him/self to Stranger, S2. S1 and S2 exchange information.

S1 Good morning. My name's /Pat Wilson/.

greetings

S2 I'm /Chris Best/.

S1 Where do you come from?

origin

S2 I come from /France/. And you?

S1 I come from Spain. Do you live in /Paris/?

domicile

S2 Yes, I do. OR No, I don't. I live in...

What about you?

S1 I live in /Madrid/. What do you do?

job

S2 I'm /a student/. What about you?

S1 I'm /a teacher/. Nice to meet you.

conclusion

S2 Nice to meet you, too.



1.34 Listen and speak

- Task: Look at the pictures and listen. Respond appropriately to what you hear. Then role-play each scene.



1.35 Game

Liar: A student comes to the front of the class and makes true or false statements about him/herself to cover e.g. name, initials, spelling, address, origin, nationality, domicile, job, etc. Members of the class try to detect the lies and interrupt with 'No, it isn't' etc. If the student 'gets away with' more than three lies he has another go. Otherwise someone else takes his place.

1.36 Read and respond

G&W

SURNAME _____ FIRST NAME(S) _____
 ADDRESS _____
 TELEPHONE NUMBER _____ NATIONALITY _____ OCCUPATION _____
 AGE* _____ SEX: MALE ☐ FEMALE ☐ MARITAL STATUS: MARRIED ☐ SINGLE ☐

Situation 1: S2, Everyman, has to fill in a form (when e.g. registering at a hotel, going through immigration, hiring a car, etc.). S1, Official, asks questions after receiving the completed form.

S1 Please fill in this form, (sir/madam).

S2 Yes, of course.

S1 Thank you, (sir/madam).

How do you pronounce your name/the name of the street village town/city?

S2 /Wilson/.

S1 /Wilson/. Thank you.



Situation 2: S1, Official, fills in the form on S2's behalf and asks questions:

1 What's your name? 2 How do you spell it? 3 What's your first name?

4 How do you spell it? 5 What's your address? 6 How do you spell the name of the street/village/town/city? 7 What's your telephone number? 8 What nationality are you? 9 What do you do? 10 How old are you?* 11 Are you married or single?

*Give your real age or a fictitious one.

1.37 Have you heard this one?

- Two silly stories: What's your name? and Wrong number!

UNIT 2 Yourself and others

... social greetings

2.1 Practice

Theme: Social greetings.

1

S1	How are you	(today) (this morning) ? (this afternoon) (this evening)	S2	Informal: Fine thanks. And you? Formal: (I'm) very well thank you. And how are you?
S1 (replies appropriately): (I'm) fine/very well, too, thanks/thank you.				

2

S1	How's your	wife mother sister daughter	husband father brother son	S2	Informal: Fine thanks. And your/wife/? Formal: (She's/He's) very well thank you. And how is your/wife/?
S1 (replies appropriately): (She's/He's) fine/very well, thanks/thank you.					

3

S1	How's the family? How are the children?	S2	They're (appropriate reply and inquiry).
S1 (replies appropriately).			

2.2 Language in context/About you

Situation 1: Informal: Friend greets Friend in the street.

S1 Hullo, /Pat/. How are you /today/?
S2 Fine thanks /Chris/. And you?
S1 Oh—very well thanks. How's /the family/?
S2 (They're all) fine thanks.
S1 Good. Well, give my love to everyone.
S2 Thanks. And give my love to your /sister/, too. Goodbye.
S1 Bye. See you.



Situation 2: Formal: Acquaintance greets Acquaintance.

S1 Good /morning/ /Mr Wilson/.
S2 Good /morning/ /Miss Best/. How are you?
S1 I'm very well thank you and how are you?
S2 Fine thank you. How's your /sister/?
S1 Very well indeed, thank you, /Mr Wilson/.
S2 Please give /her/ my regards.
S1 Thank you. And give my regards to your /family/, too. Goodbye.
S2 Goodbye /Miss Best/. Nice to see you.



2.3 Pronunciation/Intonation

S1 and S2 use the same tune. S2 brings 'new information' into his question by making a different word important. What does this tell you about S1?

Look & 1 S1 How's your son? S2 Fine thanks. How's your son?
Listen E.g: S1 has a son as well. Now do the next one.
2 S1 How's your brother? S2 Fine thanks. How's your sister?

2.4 Improvisation

Situation: Friend, S1, phones Friend, S2. Greetings: Hullo, is that you /Pat/? etc.
Inquiries about family, regards, goodbye. Repeat Acquaintance/Acquaintance.

... names/addresses/telephone numbers/jobs

2.5 Practice/About you



Theme: Other people's names, addresses, telephone numbers and jobs.

S1 What's your wife's husband's mother's father's friend's telephone number? sister's brother's neighbour's daughter's son's

S2 It's /621 7846/.

S1 And what's her/his name and address?

S2 It's /Pat Wilson, 24 Grafton Street, London/.

S1 What does she/he do (for a living)?

S2 She's/He's a shop assistant/teacher/nurse/taxi driver/factory worker.
an actor/actress/office worker/engineer/electrician.

2.6 Read and respond /Active appendix 2 (p 134)



DIRECTORY

Andrews A.D., 24 Hill Rd. Fleet 22886
Brown B.C., 8 Greenfield Av. Alton 83994
Carter E.H., 97 South St. Dorking 81419
Day F.G., 21 Potters La. Woking 60067
Eastwood I.L., 9 Guildford Pk. Guildford 76783
Green J.K., 141 Yorktown Dr. Ripley 2542
Johnson M.P., 2 Station Gn. Farnham 3947
Mannering N.O., 77 School Ho. Milland 293

CODES

Alton 94
Dorking 0306
Farnham 97
Fleet 9384
Guildford 92
Milland 76
Ripley 92843
Woking 9282

ABBREVIATIONS

Av = Avenue
Dr = Drive
Gn = Garden
Ho = House
La = Lane
Pk = Park
Rd = Road
St = Street

Situation: Stranger, S1, is phoning Official, S2 (Directory Inquiries), for information.
Refer to the Directory above and role-play the following:

S2 Directory Inquiries. Which town please?

S1 /Fleet/.

S2 The name of the people?

S1 /Andrews/, (initials) /A. D./

S2 /Andrews, A. D., 24 Hill Road/?

S1 Yes, that's right.

S2 The number is /Fleet 22886/.

S1 What's the code for /Fleet/ please?

S2 It's /9384/.

S1 Thank you. Goodbye.



... origin/domicile/work

2.7 Practice/About you



Theme: Origin, nationality, domicile and work (3rd person).

1 S Tom/Jane comes from /England/.

Exercises 1 & 2: individual students make statements: no S2 response.

2 S Tom/Jane doesn't come from /England/.

S2 Yes, /he/ does./No, /he/ doesn't.

3 S1 Does Tom/Jane come from /England/?

S2 (/He/ comes from) /England/.

4 S1 Where does Tom/Jane come from?

Origin/Nationality:

England/English America/American
France/French, etc. Brazil/Brazilian, etc.

Domicile/Work:

London Washington
Paris, etc. Brasilia, etc.

Repeat with: /Tom/'s /English/. etc. /Tom/ lives/works in /London/ etc.

2.8 Improvisation

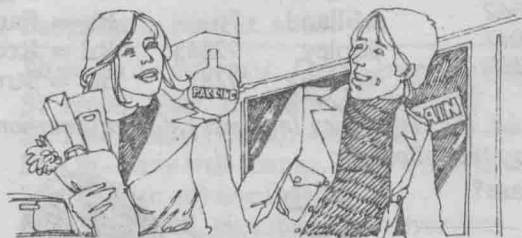
- 1 Friend, S1, is asking Friend, S2, to recommend a good doctor. Begin: S1 I'm looking for a good doctor. S2 I know one. And continue to cover: name, initials, spelling, domicile, address, telephone number.
- 2 Stranger, S1, introduces /him/self to a new next door neighbour, Stranger, S2. They both exchange information to cover name (first name and surname) spelling, origin, job.
- 3 Everyman, S1, has just bought a picture for a friend, S3, and wants Assistant, S2, to send it. S2 wants S3's name and spelling, initials, address and spelling, telephone number. Begin: S2 Anything else, sir/madam? S1 Yes. Can you send the picture to my friend please?

2.9 Listening/Note-taking

- ⊗ Situation: You have asked for the name and telephone number of an electrician. Friend is supplying this information on the phone. Write it down.

2.10 Speak and understand

- ⊗
- 1 Look at the pictures and describe the situations in your own language.
 - 2 Reproduce, in English, some of the sentences which the characters might be saying.
 - 3 Listen to the recording and try to get the gist of what you hear.
 - 4 Role-play the situations.



... appearance

2.11 Language in context/Active appendix 3 (p 134)



Description of son:

He's	good-looking/dark a small nose a grey shirt (and)
He's got	a short jacket brown eyes/brown hair black trousers

Description of mother:

She's	good-looking/fair a long nose a white blouse (and)
She's got	a long skirt blue eyes/blonde hair white shoes

Take the parts of 1) policeman and mother; 2) policeman and son.
Then repeat the scenes using 'quite' and 'very' before good-looking/dark, etc.

... age/height/weight

2.12 Language in context/About you/Reference appendix 1 & 2 (pp 137-138)

⊗ Situation: Friends, S1 and S2 are talking about mutual friends.

- 1 Age: S1 How old is /Pat/?
S2 I think /he/'s about /28/ (years old).
Height: S1 How tall is /Pat/?
S2 I think /he/'s about 6 feet/1.83 metres (tall).
Weight: S1 How much does /Pat/ weigh?
S2 I think /he/'s about 12 stone/76 kilos.



- 2 Age: S1 I think /Pat/'s about /28/ (years old).
S2 Oh no, I'm sure /he/'s older/younger than that. He's /25/.

Repeat with: height: taller/shorter and weight: heavier/lighter.

2.13 Pronunciation/Intonation

- ⊗ Look & 1 S1 How **old** are you? 2 S1 How **old** is Chris?
Ⓟ Listen S2 **Thirty**. And **you**? S2 **Twenty-one**. And **Pat**?
Why can S2 miss out the words 'How old'? Imitate S2's questions.

2.14 Language in context/Game



Task: Think of your 'ideal man or woman' (in this case a well-known film star), then make choices and supply the missing information below. When you have done this, ask each other questions like the following:

Is /he/ tall? etc. What's /he/ like to look at?

Has /he/ got /blue/ eyes? What colour eyes has /he/ got?

Is /he/ /28/ years old? How old is /he/? etc.

NOTE: You must guess his/her name and are not allowed to ask.



My ideal man is tall
woman isn't medium height
short

has blue eyes
hasn't got brown eyes

is about

is about

weighs about

dark fair good-looking

long blonde
short brown
no/any black

years old

feet/metres tall

stones/kilos

APPEARANCE

AGE

HEIGHT

WEIGHT

2.15 Listening/Note-taking

⊗ Situation: You're going to meet a stranger at the airport and Friend is giving you some information to help you recognize him. Write notes on what you hear.

2.16 Improvisation



- 1 S1 has seen an advertisement for a job as electrician. He phones the company and speaks to Official, S2. S1 begins: I'm phoning about a job as electrician. S2 wants to know S1's name and spelling, address and spelling, telephone number, where S1 lives and works and S1's age.
2 Friend, S1, greets Friend, S2, in the street (inquiring about health, family, etc.) S2 has a foreign guest staying with /him/ and S1 wants to find out about /him/ (What's the name of your guest?) and asks questions to cover origin, job, appearance, age.