



II. Listening & Speaking

Part B

Section II provides another dialog example, provides an opportunity for choral reading and pushes students a bit toward producing their own conversation. There are three exercises in this section.

II. Listening & Speaking

Model Dialog

Listen to the teacher read the model dialog. Repeat. Write and draw the model dialog. Use the phrases in the boxes to make your own dialog. Use the phrases in the boxes to make your own dialog. Use the phrases in the boxes to make your own dialog.



Group Work

Repeat the model dialog with a different group for each character.

Guided Speaking

With a partner, take turns answering the questions in the boxes.



- Why would you go to the party?
- Do you know the hostess?
- Why do you?
- How do you know the hostess?
- What are you going to do?
- How do you know the hostess?
- What would you do?
- How do you know the hostess?
- What would you do?
- How do you know the hostess?

A. Model Dialog

The teacher is expected to read this dialog aloud while students read along. The useful expressions just introduced are used in a different context and marked in blue type. The dialog is also recorded so students may review it as needed.

B. Group Work

The teacher is expected to divide the class into two or more groups, one for each role in the model dialog. Encourage students to listen to the others in their group as they read aloud.

C. Guided Speaking

This exercise encourages pairs of students to begin producing their own English conversation with very short cues for answers to the questions given. Example answers for these questions, using the cues given, are provided at the back of the book.

Boardwork

One particularly powerful classroom activity is not explicit in any of the exercises in this book. By taking 15 - 20 minutes each week to work with students at the blackboard, teachers will efficiently gain insights into the abilities of individual students. As students work, teachers will see how well they spell, and at what level they process or comprehend spoken English.

In the version used successfully for many years by one of the authors, students at the blackboard hear and write down fifteen sentences read to them. Each student works with only one sentence, thus three groups of five students are put at the blackboard in turn.

To prepare for this exercise, the teacher should go through the pages of the unit currently being studied, and drawing on some of the grammar, vocabulary, and content offered on each page, create a list of fifteen sentences in three groups. The first set of five may be either statements or questions and will be used for simple dictation (students write what they hear). The second set of five should be questions (to which students will provide answers), and the third set should be statements (to which students will provide follow-up questions).

I. Warm-Ups

A Brainstorming

Write down as many words as you can about socializing.

B Listening Track 1

Listen to the short passage about small talk.

C Useful Expressions

Match the related choices.

- | | |
|--|------------------------------------|
| 1. Can you come to my party this Saturday? • | a. Well, I think I can make it. |
| 2. Please don't take this the wrong way, • | b. It couldn't be better. |
| 3. I know this is none of my business, • | c. but why is your arm in a sling? |
| 4. What do you think of the weather? • | d. It's been quite a while. |
| 5. How about • | e. but that's a very nice skirt. |
| 6. How long since you stopped smoking? • | f. I buy you a beer? |

II. Listening & Speaking

A Model Dialog Track 2

*NYC: New York City

Listen as the teacher reads the model dialog.

(Scenario – Two employees from a large business firm are attending a company dinner in NYC.)

Ronaldo: I know this is none of my business, but when did you start working for the firm?

Maria: That's all right. I started four years ago at the Texas office.

Ronaldo: What do you think of our new CEO?

Maria: He seems to be revising our budget with good sense. (pause)
I just love this ice sculpture.

Ronaldo: It's sublime. (pause) When was the last time you were in NYC?

Maria: Oh gosh, I think it was when I was in high school. How about you?

Ronaldo: I've been living here for quite a while, sixteen years.

There's nothing like NYC.

Maria: Please don't take this the wrong way, but are you here alone?

Ronaldo: Yes, I am. (pause) My wife couldn't make it due to another commitment.

Maria: Oh, I see. (pause) Uh, I've just noticed a coworker from Texas. I'm going to say hi to her. Merry Christmas.

Ronaldo: Merry Christmas, have a great night.



B Group Work

Read the model dialog aloud, with a different group for each character.

C Guided Speaking

Complete the dialog, and practice it, changing roles with a partner.

(Scenario – Two strangers are in a post office queue.)

Ulrich: (1) _____ your hat. Are you a Red Sox fan?

Jerry: Yes I am! (2) _____ a good baseball game on a Monday night.

Ulrich: I can't say I'm a Red Sox fan, but (3) _____ the pitcher's fast ball. I hear he broke a record.

Jerry: (4) _____ time you watched a game?

Ulrich: (5) _____, but I don't like baseball.

Jerry: Then why did you ask me if I was a fan?

Ulrich: I'm just making small talk. We've been waiting in this line for (6) _____.



Tip Socializing

- ✓ If you see someone wearing a sports cap or jersey, ask how his team is doing.
- ✓ If you see a well-dressed person, pick out a piece of the outfit that gets your attention and ask about it.
- ✓ A bus stop, train station, grocery store, elevator lobby, or post office is a great place to make small talk.



III. Description

Part A Small Talk

A Pie Charts

Read the following chart, and learn how U.S. college students spend their time.

How do you spend your day? The chart represents how U.S. college students reported they spend their time on an average weekday. Full-time students spend 3.2 hours in classes, 8.3 hours sleeping, and 3.9 hours on leisure and sports activities.



B Pair Work

1. Look at the chart again, and complete these descriptions.

- Students spend _____ on sleeping and leisure/sports combined.
- Students spend _____ time studying than doing leisure activities.
- Students spend less time on education than _____.

2. Show how you use your time on an average weekday by filling in the following table. Then create your own pie chart.

Activities	Hours / Day
sleeping	
grooming	
eating and cleaning-up	
transportation	
working	
classes	
telephone calls, e-mails, or computer-chatting	
socializing/entertainment	
others	



3. Compare your typical day with a partner's.

C Grammar Focus (spend + time + verb-ing)

- I *spend* 30 minutes *putting* on my makeup.
- I would literally *spend* about an hour a day *commuting* back and forth to campus.
- I *spend* approximately 3-4 hours *studying and doing* homework every day.

IV. Reading and Discussions

Read the following passage, and answer the questions. Use the words provided below each question.

Small Talk

Americans often have short conversations, called small talk, with strangers they meet. Such chats occur at bus stops, on buses, in elevators, while waiting in line—almost anywhere that strangers gather close together. These short **verbal** exchanges are a way to say hello and express friendliness. They usually cover a broad range of topics. These may include weather, customer service, movies, TV shows, or consumer products. Personal questions about money, family, religious beliefs and politics are **off limits** during these conversations. It's best to ask **open-ended** questions. If you ask visitors whether they like your city, they may say simply, "Yes." But if you ask "What do you think of our city?" they will have more freedom in answering. This type of question also shows that you are interested in their opinion. If you appear interested in what people are saying, they feel more comfortable talking with you.

Americans end many conversations with the phrase "Have a nice day" or "Have a good day." Store clerks often say this to customers after purchases are made. It might sound **insincere**, but studies have shown that it makes many people feel better. People get a sense that others care about them, rather than ignoring them. The American greeting "How are you?" has a similar effect. The questioner may not really care about the answer, but simply asking the question often raises the other person's spirits.

verbal: of words; spoken
off limits: not to be spoken of
open-ended: permitting spontaneous responses
insincere: not sincere; hypocritical



1. According to the reading passage, what topics are off-limits for small talk?

personal affairs, money, family, religion, politics

Your answer may begin like: They are personal questions such as

2. What topics could you use to start a conversation?

weather, appearances, lunch, weekend, ice breaker, book, exam

Your answer may begin like: It depends, but the weather is probably the number one topic. Actually,

Unit 01 Socializing

Part B Invitations



I. Warm-Ups

A Listening

Listen to the following conversation.

(Scenario - Harry and his female friend, Chloe, meet at a party.)

B Dictation

Fill in the blanks as you listen to the dialog again.

Chloe: Harry! It's (1) _____! I didn't know you'd be here.
 Harry: Hello Chloe. Wow! That (2) _____ on you!
 Chloe: Thanks, (3) _____ so.
 Harry: Chloe, I must admit (4) _____ before.
 Chloe: (5) _____, Jonathan is very kind and friendly.
 Harry: Thank you (6) _____. Where is he?
 Chloe: He's the tall man at the bar. (7) _____.
 Harry: I will. (8) _____ later.
 Chloe: Sorry, it's time for me to call it a night. (9) _____.
 Harry: Too bad. (10) _____ about lunch.

C Useful Expressions

Make complete sentences by writing the best expression in each blank.

- | | | |
|-------------------------------|---|---|
| 1. I must admit | • | a. We've all had too much to drink. Let's _____. |
| 2. good to see you again | • | b. You've been away far too long. It's so _____. |
| 3. looks good on you | • | c. _____ I had a great time in spite of the rain. |
| 4. call it a night | • | d. That color really _____. |
| 5. thank you for your concern | • | e. You're very kind. I really _____. |

II. Listening & Speaking

A Model Dialog Track 6

Listen as the teacher reads the model dialog.

(Scenario – Katrina and Axel, her male friend, are talking on the phone.)

Katrina: Hello Axel. Were you invited to the Art Museum opening?

Axel: Yes, Katrina. I have some paintings on display there.

Katrina: That's great! You can meet a lot of important people.

Axel: Katrina, you know I'm awkward around strangers.

Katrina: Axel, this could really help your career!

Axel: I know. I know. Will you be there?

Katrina: Yes, I will. Just come and try to enjoy it.

Axel: OK. I must admit, it will be good to see you again.

Katrina: You too, but I can't decide what to wear.

Axel: Your dark green evening gown really looks good on you.

Katrina: Thank you. That's a good idea.

Axel: What time shall we meet?

Katrina: How about 7:30, at the door on State Street.

Axel: That sounds good Katrina.

Katrina: Promise me you will meet ten new people before you call it a night.

Axel: Thank you for your concern. I promise. See you soon.



B Group Work

Read the model dialog aloud, with a different group for each character.

C Guided Speaking

With a partner, take turns completing the answers to the questions.



- Why won't you come to our party?
I'm sorry, I (1) _____.
- Do you know the hostess?
Yes, she and I (2) _____.
- Why are you staring at me?
It's because that jacket (3) _____.
- Why are you leaving?
I'm exhausted. Let's (4) _____.
- Where should we meet?
Let's meet (5) _____.
- How long will it last?
I think (6) _____.

III. Description

A Tables

Read the following table, and learn how busy college students are.

College students are busier than ever these days! The same holds for Barbara, a university student majoring in Business. She is always busy, as the timetable below shows.

Timetable							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:30	Wake up					Wake up at 10:00	
7:00–8:00	Swim at the Sports Center						
8:40–12:20	Classes						
12:30–14:00	At school	With study group	At school	With study group	At school	Home	
15:00–18:00		Internship	Internship	Class		Squash at the Sports Center	
19:00–20:00	Dinner					With book group	Dinner
20:30–22:00	Baby-sitting	Watch TV	Watch TV	Watch TV	Movies		Computer Games
22:30	Time to go to bed						

B Pair Work

1. Look at the table again, and complete the following sentences.

- a. Barbara always _____ at 7:00 a.m. weekdays.
- b. She has meetings with her study group from _____ to _____ on _____ and _____.
- c. She goes to the Sports Center to _____ and _____.

2. Compare your schedule with Barbara's, and share your results with a partner. You may use expressions given in the memo below.

C Focus on Usage (expressions of time and frequency)

- I work out *five days a week*.
- I have a study group meeting *at 7:00 p.m., Monday, June 8*.
- I go to bed *during the week at 11:00 p.m.*

Memo

Comparison (Similarity)

- (Both) A and B have similarities / are similar....
- In many ways, A and B are the same / similar....

Contrast (Difference)

- A and B differ / are different / are not the same...
- A is not like / unlike / in contrast with
- In comparison with B, A is less/more Compared to B, A is more ...

IV. Reading and Discussions

Read the following invitation and its reply. Then answer the questions. Use the words provided below each question.

Invitation and Reply

To: Mike Charles

You are **cordially** invited to attend the official **retirement** of Mr. Kevin Dugas, CEO of Lighthouse Publishing. Mr. Dugas is retiring after 35 years in the business. As one of Lighthouse's most respected clients, we would be delighted if you could join us in saying goodbye to Mr. Dugas, who as the **founder** of our company, an award-winning businessman, and a **regular** on the factory floor, will be greatly missed. Please **RSVP** by returning the enclosed reply card to Stellar Davis by August 25th. We hope to have the pleasure of your company.

...

From: Mike Charles

Thank you so much for the invitation. I'd love to go, but I'm afraid I won't be able to make it. Mike Brothers are opening their first overseas branch the Friday before, and so I'll be in Seoul to oversee things. I won't be getting back to Seattle until the 7th, and then I'll have to fly straight back to the head office in New York. I suppose I'll just have to send him a card. I'm sure that Kevin will have plenty of interesting stories to tell and many **hilarious anecdotes** to share. Too bad I'll miss it all. I hope you get a good crowd to send him off. Thanks again for the invitation.



¹ cordially: in a hearty manner
² retirement: withdrawal from one's occupation
³ founder: a person who establishes something
⁴ regular: a person who does something often
⁵ RSVP: to respond to an invitation
⁶ hilarious: very funny
⁷ anecdote: an interesting short story

1. According to the reply, why can't Mr. Charles attend the official retirement of Mr. Dugas?

opening, branch, oversee, Seoul

Your answer may begin like: His company is opening its first overseas branch in Seoul. He'll

2. What are some appropriate ways to respond to formal invitations?

quickly, thanks, regrets, decline, reply card

Your answer may begin like: First, respond as quickly as possible no matter whether you will attend or not. Second,

Unit 02 Appearances

Part A Describing Appearances



I. Warm-Ups

A Brainstorming

Write down as many words as you can about appearances.

B Listening

Listen to the short passage about describing appearances.

C Useful Expressions

Match the related choices.

- | | | |
|--------------------------------------|---|----------------------------------|
| 1. To all appearances, | • | a. white as a ghost. |
| 2. You look | • | b. you look fine. |
| 3. I'm sorry to say | • | c. What seems to be the problem? |
| 4. I don't feel good. | • | d. Let me take a look. |
| 5. I've got a splinter in my finger. | • | e. your dog died. |