

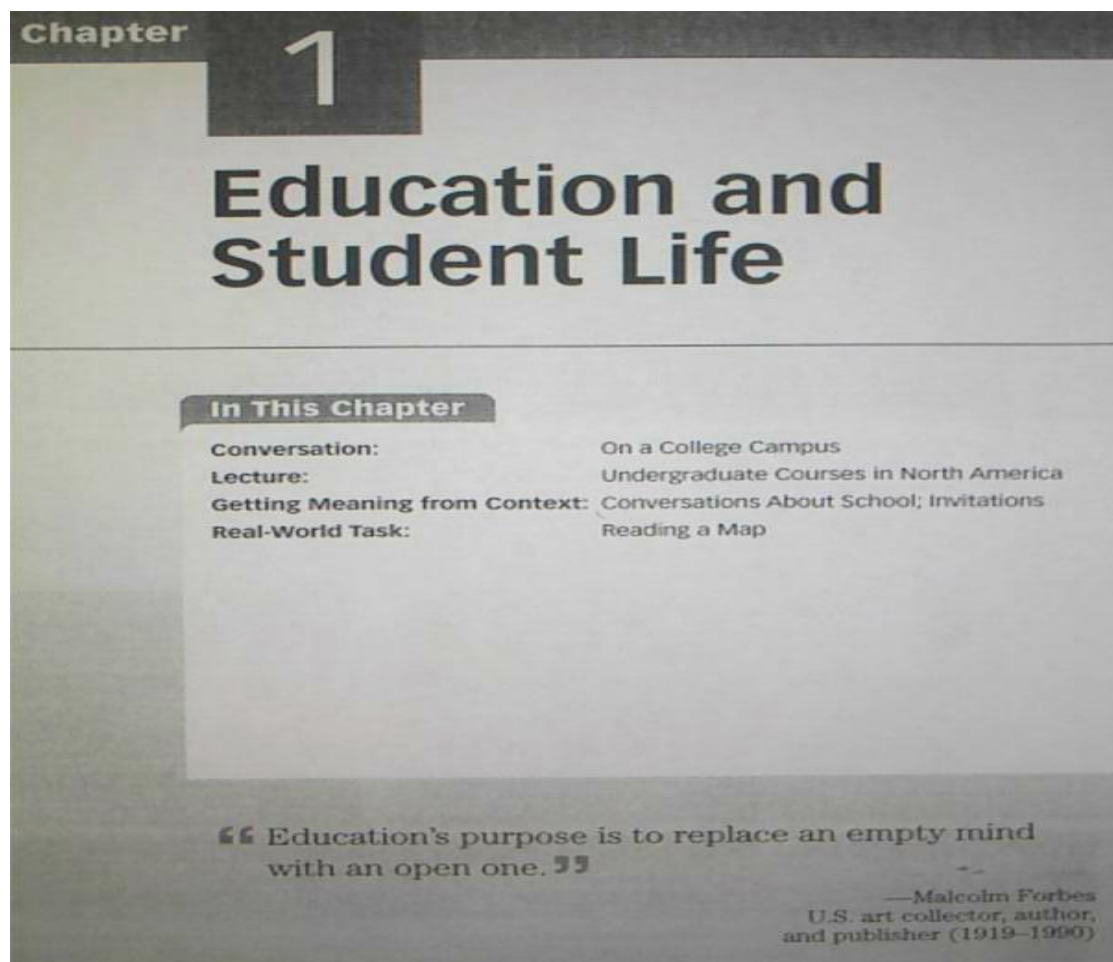


Listen and talk

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زخات مطر

LECTURE 1



Part 1 Conversation: On a College Campus

Before You Listen

In the following conversation, an international student meets an American teacher on a college campus.



Culture Note

Colleges and Universities in the U.S.

In the United States, the words **college** and **university** both mean a four-year school after high school that gives academic degrees. However, a college can also be a two-year school where students take basic courses. Many two-year schools are public community colleges; they give associate degrees.



Connecting to the Topic

- 1 These college students live together in a dormitory. What do you see in the photo?
- 2 What is good about living like this? What is bad?
- 3 How and where do university students you know live?



Stress



In spoken English, important words that carry information, such as nouns, verbs, and adjectives, are usually stressed. This means they are

- higher
- louder
- spoken more clearly

than other (unstressed) words. Stress is an important part of correct pronunciation. Listen to this example:

Good **luck** on the **placement** exam.

In this example, the words *luck* and *placement* are stressed.



4 Listening for Stressed Words Listen to the conversation again. Some of the stressed words are missing. During each pause, repeat the phrase or sentence. Then fill in the missing stressed words.

- Mari: Excuse me. Could you tell me where Kimbell Hall is?
- Nancy: Oh, you mean Campbell Hall?
- Mari: Oh yeah, right
- Nancy: Do you see that brown building over there?
- Mari: Uh, behind the fountain?
- Nancy: Yeah, that's it. Come on, I'm going there too. Are you here for the English placement test?
- Mari: Yes, I am. How about you?
- Nancy: Actually, I'm one of the English teachers here.
- Mari: Oh really? Maybe I'll be in your class?
- Nancy: It's possible. What's your name?
- Mari: Mariko Honda, but most people call me Mari. And you?
- Nancy: I'm Nancy Anderson. So, where are you from?
- Mari: Japan.
- Nancy: Ah. And, uh, how long have you been here?
- Mari: Just three weeks.
- Nancy: Really? But your English sounds great!
- Mari: Thanks. That's because my family used to come here every summer to visit my grandmother when I was little. I can speak pretty well.
- Nancy: Mmm-hmmm.



5 Comparing Unreduced and Reduced Pronunciation The following sentences are from the conversation. Listen for the difference between unreduced and reduced pronunciation. Repeat both forms after the speaker.

Unreduced Pronunciation

1. Could you tell me where Kimbell Hall is?
2. Oh, you mean Campbell Hall?
3. How about you?
4. What's your name?
5. My family used to come here every summer.
6. I want to go to college here.
7. What do you want to major in?
8. You have to speak good English these days to get ahead in business.

Reduced Pronunciation

- Cudja tell me where Kimbell Hall is?
- Oh, y'mean Campbell Hall?
- How boutchu?
- Whatcher name?
- My family yoosta come here every summer.
- I wanna go ta college here.
- Whaddaya wanna major in?
- You hafta speak good English these days ta get ahead in business.



6 Listening for Reductions Listen to the following conversation between an international student and a school office assistant. You'll hear the reduced pronunciation of some words. Write the unreduced forms of the missing words in the blanks.

- A: Could you help me, please? I used to be a student at this school.
- B: Oh yeah, I remember you. How are you?
- A: Fine, thanks.
- B: Can I help you with something?
- A: Yes, I want to get an application for the TOEFL® test.
- B: You mean the international TOEFL® iBT? Let's see. They used to be here on this shelf. It looks like they're all gone. I'm sorry, you'll have to wait until they come in next week.
- A: How about sending me one when they come in?
- B: No problem. What's your name and address?

Check your answers in the listening script on page 263. Then read the conversation with a partner. Try to use reduced forms.

- Mari:** But now I want to go to college here, so I need to improve my skills, especially writing. Yeah, so, uh, that's why I signed up for this English program.
- Nancy:** I see. Uh, what do you want to major in?
- Mari:** International business. My father has an import-export company, and he does a lot of business here in the States.
- Nancy:** Oh, I see.
- Mari:** And I also want to take art classes, because I'm really into art.
- Nancy:** Art and business. Wow. That's an interesting combination. But can't you study those things in Japan?
- Mari:** Well, sure, but you have to speak good English these days to get ahead in business. It's better for my career if I go to college here.
- Nancy:** Well, here's Campbell Hall. Good luck on the placement exam. It was nice meeting you, Mari.
- Mari:** Thanks. You too.
- Nancy:** See you later.
- Mari:** Bye-bye.

Check your answers using the listening script on page 263. Then read the conversation with a partner. Pronounce stressed words louder, higher, and more clearly than unstressed words.

Reductions



In spoken English, words that are not stressed are often shortened, or reduced. For example, we write: "Could you tell me where Campbell Hall is?" But we say, "Cudja tell me where Campbell Hall is?" Listen to the difference:

Unreduced Pronunciation
could you

Reduced Pronunciation
cudja

Reduced forms are a natural part of spoken English. They are not slang. However, reduced forms are not acceptable spellings in written English.

After You Listen



7 Reviewing Vocabulary Discuss your answers to the following questions with a partner. Use the underlined vocabulary in your answers.

1. If you are a college or university student, what is your major, or what subject do you plan to major in?
2. If you are working, what is your career, or what career would you like to have in the future?
3. Is it important for you to know English if you want to get ahead in your career? Why or why not?
4. Are you into art, like Mari? What else are you into?
5. Why did you sign up for this English course? Are you going to sign up for another English course after this one?

Using Language Functions

SHOWING INTEREST

English speakers show that they are interested and paying attention by

- making eye contact,
- nodding their heads, and
- using specific words and expressions for showing interest. For example:

Really?

Yeah?

I see.

And?

Oh?

Oh yeah?

Mmmm-hmm.

Oh no!



8 Showing Interest Work in small groups. Take turns telling each other stories about important events in your lives. As each student speaks, show interest in different ways. You can use the sample topics below or choose your own topics.

- my favorite vacation
- a serious accident
- the best meal I have ever eaten
- the day I met my husband/wife/best friend
- my first day of high school/college/work



1 Prelistening Questions Discuss these questions in small groups.

1. Look at the picture. Describe what's happening. What are the women probably talking about?
2. What questions do you usually ask a person you are meeting for the first time?
3. When you are talking with people, how do you show that you are interested in what they are saying? For example, what do you say? What body language do you use?
4. What are some ways of asking for directions in English?



2 Previewing Vocabulary Listen to the underlined words and phrases from the conversation. Then use the context to match them with their definitions.

Sentences

- D 1. I'm going to sign up for an exercise class at the gym.
- C 2. She's planning to major in art at the University of Washington.
- B 3. I don't like classical music, but I am really into jazz.
- A 4. You have to get a good education if you want to get ahead in life.
- E 5. She has a successful career as a fashion designer.

Definitions

- a. to succeed
- b. to like or to love (*slang*¹)
- c. to focus or specialize in a particular subject at a university
- d. to register or to join
- e. a profession or a job

Listen



3 Comprehension Questions Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. Where are the women going? Why?
2. Who is Nancy? What does she do?
3. Who is Mari? Where is she from?
4. How did Mari learn to speak English?
5. Why does Mari need to take an English course?
6. What does Mari want to major in?

LECTURE 2

12

Part 2 Presentation: School Orientation

Before You Listen

1 Prelistening Questions You will hear a short speech by a school advisor on the first day of an English language program. Before you listen, answer these questions with a partner.

1. What usually happens on the first day in a language program?
2. What information do students probably get?
3. How did you feel on the first day of your English program or course?

2 Previewing Vocabulary Listen to the underlined words and phrases. You will hear the underlined words and phrases in the presentation. Write the letter of the correct definition beside each sentence.

CD 1, Track 11

Sentences	Definitions
1. <u>D</u> My advisor always gives me good advice about what classes to take.	a. A list of activities and their times
2. <u>A</u> David has a busy <u>schedule</u> . He has two classes in the morning and three classes in the afternoon.	b. Places or areas for special activities
3. <u>B</u> Many large universities in North America have swimming pools, tennis courts, and other sports <u>facilities</u> .	c. An exam to find a student's correct place or level
4. <u>E</u> New workers in my company go to an <u>orientation</u> on their first day of work to learn all the necessary information about the company rules.	d. A person who helps you plan your courses
5. <u>C</u> I'm not sure if my English is intermediate or advanced, so I have to take a <u>placement test</u> .	e. An informational meeting

Listen


Strategy

Hints for Taking Notes

- Don't try to write everything you hear.
- Focus only on important information.
- Don't write complete sentences; write key words only.
- Don't write small details.

CD 1, Track 12

3 Listening for Main Ideas



▲ An advisor gives a presentation to new students


1. Listen to the advisor's presentation. To help you remember the main ideas, take notes on a piece of paper. (Complete this before continuing to item 2.)
2. Look at the notes below. They show the main ideas of the presentation. Do your notes have the same points? If yes, then you understood the main ideas!

Main Ideas

Speaker: Gina Richards

Schedule Today:

- Placement Test
- Orientation
- Campus Tour


CD 1, Track 13  **4 Listening for Specific Information** Listen again. This time, add details to the main ideas. 14

Main Ideas and Details


Speaker: Gina Richards
Schedule Today:

- Placement Test
- reading, grammar, composition, listening → 3 hours
- Orientation
- Small groups: info: where get books, types of classes
- Campus Tour
- afternoon buildings, facilities, library

After You Listen

 **5 Summarizing Ideas** Compare your notes with a partner's. Summarize the presentation in your own words. As you speak, look at your notes to help you remember.

Example In this speech, Gina Richards speaks to new students in an English program. Gina is an advisor. She tells them about . . .

 **6 Reviewing Vocabulary** Ask and answer the following questions with a partner. Use the underlined vocabulary in your answers.

- What is your daily schedule on Mondays? Tell the times and activities.
- Talk about the placement test you took in your language school. How long was it? How many parts did it have? Which part was the most difficult? If your school doesn't have a placement test, who decided your English level?
- Discuss what type of information you might hear:
 - at an orientation for first-year students at a college or university.
 - at an orientation for a group of tourists visiting your hometown or city.
 - at an orientation for parents before the first day of kindergarten.
- What kinds of facilities does your school have? Are they free or do you have to pay to use them? What new facilities would you like your school to add?
- What is necessary to be a good advisor? At your school, who is a good advisor to you? How does she or he help you?

Part 3 Strategies for Better Listening and Speaking

TOEFL® IBT

Focus on Testing

Getting Meaning from Context
If you don't understand everything that English speakers say, use your guessing ability. How?

- Listen to clues, or signals, that help you guess.
- Words that you already know can be clues to new words.
- Grammar, stress, and intonation can also be clues to meaning.


Read the sentence below. Can you guess the meaning of the new word from all the other words you know?

Basic English is a prerequisite before you can take Intermediate English.

↓ clue ↓ new word ↓ clue ↓ clue

You can guess that prerequisite means *something that is necessary before something else*.

Many tests such as the TOEFL® IBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic communication abilities, and provide a foundation for success on a variety of standardized tests.

CD 1, Track 14  **Using Context Clues** Listen to a conversation between Bruce, Peter, and Peter's new classmate, Kenji.

- The conversation is in five parts. Listen to the beginning of each part. Then listen to the question.
- Stop the recording after the question and choose the best answer to each question.
- In the Clues column, write the words that helped you choose your answer.
- Start the recording again. Listen to the last part of each conversation to hear the correct answer.


(18)


Answers	Clues
1. <input type="radio"/> A in class <input type="radio"/> B at the student orientation <input checked="" type="radio"/> C at a pizza restaurant	cheese, pepperoni, mushrooms. hungry, medium, large
2. <input type="radio"/> A testing advisor <input type="radio"/> B chemistry professor <input checked="" type="radio"/> C teaching assistant	class professor sick T.A. in place
3. <input checked="" type="radio"/> A it's different from Japan. <input type="radio"/> B it's a terrible place. <input type="radio"/> C it's similar to Japan.	unusual surprised not like where I come from
4. <input type="radio"/> A go to the tennis courts between 8 A.M. and 5 P.M. <input checked="" type="radio"/> B telephone between 8 A.M. and 5 P.M. <input type="radio"/> C pay between \$5 and \$8	reservation / ID number 8am - 5pm
5. <input type="radio"/> A reserve a tennis court <input checked="" type="radio"/> B play tennis together <input type="radio"/> C go to class together	want to play class till 2 meet 2:30


Talk It Over


UNDERSTANDING BODY LANGUAGE
In face-to-face situations, body language—gestures, facial expressions, and eye contact—can give you important clues to help you understand the speaker.


1 Using Body Language Now discuss what the gestures on the next page mean in different cultures.


1. 


2. 

3. 

4. 

5. 

6. 


7. 

Use body language to show the following situations.

1. You don't know the answer to the question.
2. You think that the class is boring.
3. You can't hear what someone is saying.
4. Someone on the phone is talking too much.

18

Part 4 Real-World Tasks: Telephone Messages

CD 1, Tracks 15-21 

1 Listening to Telephone Messages

When Peter and Kenji cannot answer their phone, people leave messages on their voice mail. Listen to each message. Write the important information in the spaces below. Then, compare your notes with a partner.

Example

WHILE YOU WERE OUT

To: Kenji

From: Dr. Brown's office

Message: Can you change your appointment to Wednesday at 2:00? Dr. Brown can't see you on Tuesday.

Phone Number: 555-0162

1. **WHILE YOU WERE OUT**

To: Kenji

From: Kelly

Message: math class homework?
call before 11

Phone Number: 555-0149

2. **WHILE YOU WERE OUT**

To: Peter

From: Bud

Message: concert (jazz)
Saturday 8:30 pm
free tickets

Phone Number: 555-0126

3. **WHILE YOU WERE OUT**

To: Kenji

From: Mrs. Henry

Message: papers not ready
call back next week

Phone Number: Ext 4745

4. **WHILE YOU WERE OUT**

To: Peter

From: Research Library

Message: name + #
found/kielassy book
pick up / front
desk / Lisa or Don

Phone Number: _____

5. **WHILE YOU WERE OUT**

To: Peter

From: Kenji

Message: refer from
advisor help on
math for midterm
how much?

Phone Number: 555-0118

6. **WHILE YOU WERE OUT**

To: Kenji

From: Honda World Service

Message: car fixed
pick up by 5
\$175 charge

Phone Number: _____

2 Role-Play: Giving Telephone Messages

Work with a partner. Pretend you are Peter and Kenji. Look at your notes on pages 18 and 19. Take turns giving each other the messages.

Example

Kenji: Did I get any messages?

Peter: Yeah, Dr. Brown's office called.

Kenji: Oh, really? What did they say?

Peter: They want to change your appointment from Tuesday to Wednesday.

Kenji: Did they leave a phone number?

Peter: Uh-huh. It's 555-0162.

Strategy

Telephone Numbers

When saying telephone numbers, English speakers will understand you better if you:

- pause after the area code.
- pause after the first three numbers, and between the next two pairs of numbers.
- raise your voice before every pause.
- lower your voice at the end.

Example

area code (310) 555-0162:

three-one-zero ^ five-five-five ^ zero-one ^ six-two

CD 1, Track 22



3 Calling for Information Bruce calls the college about a parking permit and talks to an administrative assistant. Listen to his conversation and complete the application form.

PARKING PERMIT APPLICATION			
FABER COLLEGE			
Name: <u>Lee</u> <u>Bruce</u> <div style="display: flex; justify-content: space-around; font-size: small;"> Last First Middle initial </div>			
Address: <u>3251</u> <u>Washington</u> <u>Street</u>			
Phone: <u>555-0103</u>			
Car: <u>Toyota</u> <u>Camry</u> <u>2004</u> <div style="display: flex; justify-content: space-around; font-size: small;"> Make Model Year </div>			
License plate: <u>AWT</u> <u>130</u>			
<input checked="" type="checkbox"/> Fall Semester		<input type="checkbox"/> Request handicap parking space	
<input type="checkbox"/> Spring Semester		Amount enclosed \$ <u>210</u>	
<input type="checkbox"/> All year			



4 Role-Play Compare your application form with a partner. Then role-play Bruce and the administrative assistant discussing parking permits. Pronounce numbers carefully!

Self-Assessment Log

Check the words you learned in this chapter.

Nouns

- ☐ advisor
- ☐ facilities
- ☐ orientation
- ☐ placement test
- ☐ schedule

Verbs

- ☐ came over (come over)
- ☐ move into
- ☐ sound
- ☐ stop by
- ☐ take

Expressions

- ☐ call me
- ☐ No kidding!

Check the things you did in this chapter. How well can you do each one?

	Very well	Fairly well	Not very well
I can listen to and practice stress and reductions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to and pronounce -s endings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can introduce myself and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take notes on a presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can summarize my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess meanings from context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand and talk about body language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen to and give telephone messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write about what you did in this chapter.

In this chapter,

I learned _____

I liked _____

LECTURE 3

Chapter **2**

City Life

In This Chapter

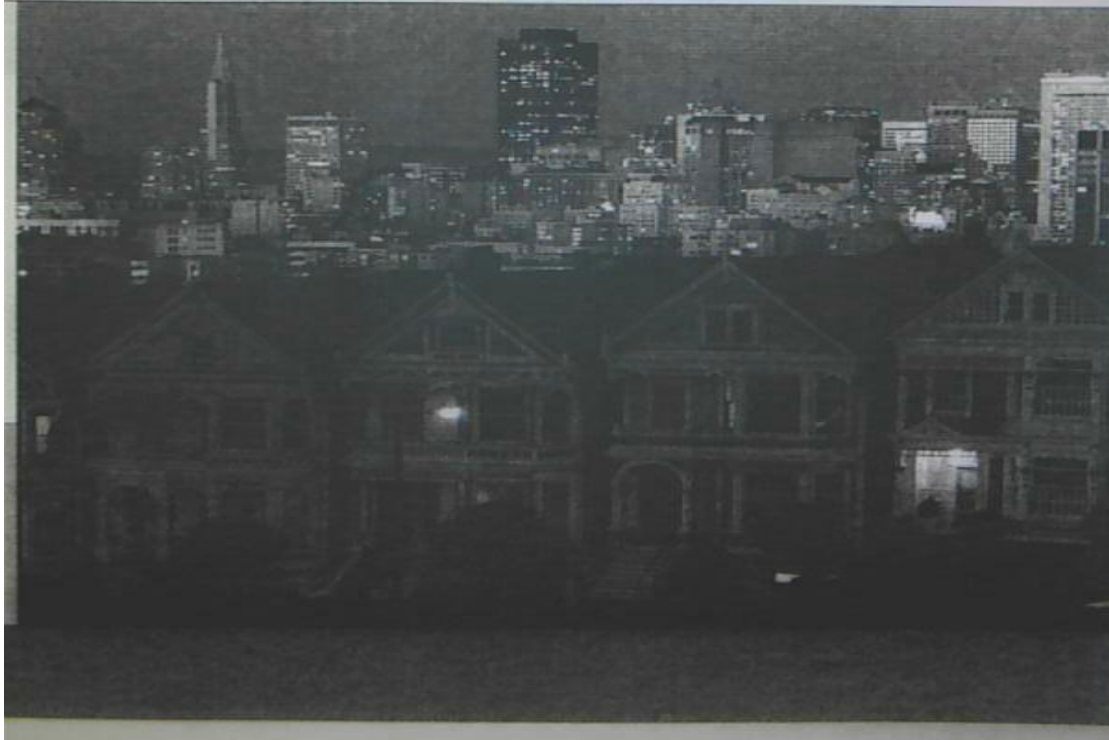
Conversation:	Finding a Place to Live
Lecture:	Neighborhood Watch Meeting
Getting Meaning from Context:	Conversations in an Apartment Building
Real-World Task:	Following Directions

“ I love cities. I love neighborhoods and the ways in which they interact with each other . . .
I love the long gradual shifts in culture they contain.
I love the fact that they work at all. ”

—Jason Sutter, U.S. blogger (1976–)

Connecting to the Topic

- 1** Describe the neighborhood you see in the foreground of the photo.
- 2** How is your neighborhood different from this neighborhood?
- 3** What are some different kinds of places to live? Name seven.



Part 1 Conversation: Finding a Place to Live

Before You Listen

The following telephone conversation is about an advertisement ("ad") for a roommate to share a house.

Roommate wanted to share 5-bdr. house near campus w/3 working people. Furnished room, private bath, kitchen-priv. backyard. \$800/month + util. Call Nancy at 555-5949.



Culture Note

Student Housing Offices

In North America, most universities have housing offices. Students looking for places to live and people who are looking for **roommates** can advertise in these offices. It is quite common for students to move into a **dormitory**, house, or apartment with people they have not met before.



1 Prelistening Questions

Discuss these questions in small groups.

1. Look at the picture. Where is Mari? Why do you think she is there?
2. If Mari calls about the ad, what questions will she probably ask? What questions will the owner of the house probably ask her?
3. Where are you living now? Do you have roommates? How did you find each other?



2 Previewing Vocabulary

Listen to the underlined words and phrases from the conversation. Then use the context to match them with their definitions.

Sentences

1. B My roommate Sarah is a real slob.
2. E Sarah never lifts a finger to clean up after herself.
3. D It really bugs me that I have to do all the housework myself.
4. F A: Are you going to Nadia's party tonight?
B: No, I can't make it. I have to study.
5. A A: Do you want to go out to dinner?
B: Thanks, but I can't leave the house because my sister is going to come by around six o'clock.
6. C A: Where is the language lab?
B: Go upstairs. It's the first door on your right. You can't miss it.

Definitions

- a. to stop somewhere for a short visit
- b. a messy person (*slang*)
- c. to be able to see (something) easily
- d. to irritate, annoy, bother (*slang*)
- e. to help with work
- f. to come or go (to a particular event)

Listen



3 Comprehension Questions

Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. Who are the speakers?
2. What is the student calling about?
3. Where does the student live now? What is the problem there?
4. Who lives in the house that the student is asking about?
5. How is the neighborhood?
6. At the end of the conversation, what do the speakers agree to do?



4 Listening for Stressed Words Listen to the conversation again. Some of the stressed words are missing. During each pause, repeat the phrase or sentence. Then fill in the missing stressed words.

Nancy: Hello?

Mari: May I speak to Nancy, please?

Nancy: Speaking.

Mari: Uh hi, uh, my name is Mari, and I'm calling about the room for rent. I saw your ad at the campus housing office.

Nancy: Oh, right. OK, uh, are you a student?

Mari: Well, right now I'm just studying English, but I'm planning to start college full-time in March.

Nancy: I see. Where are you living now?

Mari: I've been living in a house with some other students, but I don't like it there.

Nancy: Why? What's the problem?

Mari: Well, first of all, it's really noisy, and it's not very clean. The other people in the house are real slabs. I mean they never lift a finger to clean up after themselves. It really bugs me! I need a place that's cleaner and more private.

Nancy: Well, it's really quiet here. We're not home very much.

Mari: What do you do?

Nancy: I teach English at the college.

Mari: Wait a minute! Didn't we meet yesterday at the placement exam?

Nancy: Oh... you're the girl from Japan? What was your name again?

Mari: Mari.

Nancy: Right. What a small world!

Mari: It really is. By the way, who else lives in the house? The ad said there are three people.

Nancy: Well, besides me there's my cousin and a part-time student. Uh, are you OK with having roommates?

Mari: Sure, as long as they're clean and not too noisy.

Nancy: Don't worry. They're both easy to live with.

Mari: OK. Um, is the neighborhood safe?

Nancy: Oh sure. We haven't had any problems, and you can walk to school from here.

Mari: Well, it sounds really nice. When can I come by and see it?

Nancy: Can you make it this evening around five?

Mari: Yeah, five o'clock is good. What's the address?

Nancy: It's 3475 Hayworth Avenue. Do you know where that is?

Mari: No, I don't.

Nancy: OK. From University Village you go seven blocks east on Olympic Avenue. At the intersection of Olympic and Alfred, there's a stoplight. Turn left and go up one and a half blocks. Our house is in the middle of the block on the left.

Mari: That sounds easy.

Nancy: Yeah, you can't miss it. Listen, I've got to go. Someone's at the door. See you this evening.

Mari: OK, see you later. Bye.

Nancy: Bye-bye.

Check your answers in the listening script on page 267. Then read the conversation with a partner. Pronounce stressed words louder, higher, and more clearly than unstressed words.

Language Tip

Many students of English have difficulty with the phrase *by the way*. Speakers use this phrase to introduce a new topic in a discussion or conversation. For example, in the conversation you heard:

Nancy: Oh . . . you're the girl from Japan! What was your name again?

Mari: Mari.

Nancy: Right. What a small world!

Mari: It really is. *By the way*, who else lives in the house? The ad said there are three people.

At first, Mari and Nancy are speaking about their meeting at the placement test the day before. Mari says "by the way" because she wants to interrupt this topic to introduce another topic.

Reductions



5 Comparing Unreduced and Reduced Pronunciation The following sentences are from the conversation. Listen for the difference between unreduced and reduced pronunciation. Repeat both forms after the speaker.

Unreduced Pronunciation

1. Where are you living now?
2. What do you do?
3. You can walk to school from here.
4. When can I come by and see it?
5. Can you make it this evening around five?
6. Do you know where that is?
7. I've got to go.¹

Reduced Pronunciation

- Where're ya living now?
 Whaddaya do?
Ya kin walk ta school from here.
 When kin I come by n see it?
 Kinya make it this evening around five?
 D'ya know where that is?
 I've gotta go.

¹ *Got to go* means "I must" or "I have to."



6 Listening for Reductions Listen to the following conversations. You'll hear the reduced pronunciation of some words. Write the unreduced forms of the missing words in the blanks.

Conversation 1

Mari: Hey Yolanda, _____ going?

Yolanda: I _____ get a present for Nancy. It's her birthday, _____ know.

Mari: Yeah, I know. _____ think I should get her?

Yolanda: Well, she likes ice-skating. _____ some skates?

Conversation 2

Nancy: _____ like my new haircut, Mari?

Mari: It's great! Who's your hairstylist?

Nancy: Her name's Lusie.

Mari: _____ give me her phone number?

Nancy: Sure, but she's always very busy. _____ try calling her, but she might not be able _____ see _____ until next month.

Conversation 3

Andrew: _____ do tonight, Richard?

Richard: Nothing special. I've _____ stay home _____ correct my students' compositions.

Check your answers in the listening script on page 267. Then read the conversation with a partner. Try to use reduced forms.

After You Listen



7 Reviewing Vocabulary With a partner, read the beginning of the following phone conversation. Then complete the conversation. Try to use all the words and phrases in the box. Perform your conversation in front of the class.

Noun
slob

Verbs
come by
bug

Expressions
can't miss
make it
never lifts a finger

Speaker 1: Hello?

Speaker 2: Hi _____ [name of partner]. This is _____ [your name].

Speaker 1: Oh hi! How are you?

Speaker 2: Well, I got a new roommate last week.

Speaker 1: Really? How is [he or she]?

Speaker 2: Terrible! . . .

Using Language Functions

OPENING A PHONE CONVERSATION

Reread the beginning of the phone conversation between Mari and Nancy in Activity 4 on page 30. Phone conversations between strangers often begin similarly. Typically, they contain these functions and expressions:

Function	Expressions
■ A caller asks to speak to a person	Can/Could/May I please speak to _____? Is _____ there? I'd like to speak to _____.
■ The person that the caller asked for identifies himself or herself.	Speaking. This is he/she. This is _____.
■ The caller identifies himself or herself.	My name is _____ [used by strangers talking for the first time] This is _____ [used when people know each other]
■ The caller gives a reason for calling.	I'm calling about . . . I'm calling because . . . Let me tell you why I called.

CLOSING A PHONE CONVERSATION

Reread the end of the phone conversation between Mari and Nancy. It has these typical elements:

Functions	Expressions
■ One speaker signals that the conversation is finished.	I've got to go.
■ The other speaker uses a closing expression.	See you later. Bye.
■ The first speaker uses a closing expression.	Bye.
■ Here are some other expressions that signal that you want to end the conversation:	Well, thanks for the information. It was nice talking to you. Thanks for calling. I'll be in touch (with you).



8 Role-Play Work with a partner. Role-play phone conversations. Be sure to use the expressions for opening and closing a phone conversation. Student A should look at page 245. Student B should look at page 253.



9 Telephone Game For this activity your teacher will divide you into groups of five or six. Each person in the group will receive a number from 1 to 5 (or 6).

1. Exchange phone numbers with the people in your group.
2. Your teacher will give a "secret" message to each person who got number 1.
3. This evening, person 1 will call person 2 in your group and give him or her the message. Person 2 will call person 3, and so on until everyone is called.
4. The next day, person 5 (or 6) from each group will repeat the message in class. See if the message changed as it passed from person to person.

Remember: When you call your classmate,

- ask for your classmate by name,
- identify yourself,
- say why you are calling,
- give the message,
- use correct expressions for ending the conversation.