


1987

# Transactions: Chapter 1 of a Proposed 10 Chapter Business English Video Text

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*SIT Graduate Institute*

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TRANSACTIONS

Chapter One of a Proposed 10 Chapter Business English Video Text

CLIFFORD TREVOR MEYERS

Submitted in partial fulfillment of the requirements for the Master of Arts Degree at the School for International Training, Brattleboro, Vermont.

February 1987

TO Whom It May Concern



INTEROFFICE MEMORANDUM

FROM Patrick Moran

DATE May 1987

SUBJECT Videotape for "Transactions"

There is one copy of this videotape, and it is kept in the Audio-Visual Department. \*As soon as Cliff Meyers sends the fee, we will make another copy and put it in the pocket attached to the original manuscript.

↳ Now there; October 1987

\* For viewing - contact A-V Dept.

This project by Clifford T. Meyers is accepted in its present form.

Date: 31 March 87

Project Adviser:

Patrick R. M.

Project Reader:

Robert E. Meyer

FILE ABSTRACT FORM

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Degree Awarded: Master of Arts in Teaching

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Year degree was awarded: 1987

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Abstract: This is a prototype first chapter of a ten chapter Business English Video Text. It includes a student text, workbook, teacher guide and video. The materials are geared for Asians interested in trade and business. The title of this chapter is 'Greetings and Introductions'.

*The videotape accompanying this IPP is with*

**Abstract:** This is a prototype first chapter of a ten chapter Business English Video Text. It includes a student text, workbook, teacher guide and video. The materials are geared for Asians interested in trade and business. The title of this chapter is 'Greetings and Introductions'.

**ERIC Descriptors:** BUSINESS ENGLISH  
ENGLISH (Second Language)  
ENGLISH FOR SPECIAL PURPOSE  
SECOND LANGUAGE INSTRUCTIONS  
VIDEOTAPE CASSETTES

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## INTRODUCTION

### *AIMS*

"Transactions" is a ten-chapter video business English text. "Transactions" includes a student text, a student workbook, a video cassette and a teacher's guide. As a business English text for Asians, each chapter is dedicated to different aspects of a Western business trips to Asia. The dialogs, stories, pictures and dramas in each chapter are therefore focussed on a particular content area. Likewise, as a language text, each chapter contains exercises, techniques, activities and dialogs which focus on specific grammatical and functional features. The exercises are graduated throughout the text and in most cases occur naturally within the context of the chapter. In this respect, "Transactions" treats the topic as a means of attaining language proficiency as a whole, and not as an end in itself. The following is a prototype first chapter of "Transactions", entitled "Greetings and Introductions".

### *AUDIENCE*

"Transactions" is intended for high beginners to intermediate students. It is geared towards Asians who are working in or interested in entering the field of international business and trade. "Transactions" can also be used effectively in non-Asian classrooms, though student interest in business is essential. While the book is intended for in-class use, it has been structured to allow students to work together independently, free of direct teacher supervision.

### *RATIONALE*

Every language text is based on an underlying set of assumptions. These assumptions may relate to language, teaching, or learning. By understanding the author's assumptions, teachers can use the

materials to greater advantage. The following are three assumptions I held while developing these materials.

1. It has long been my belief that students acquire languages more rapidly when the materials they are using are relevant. Relevance takes place when the focus, content or purpose of a text takes into consideration students' goals, needs, or realm of experience. On one level, "Transactions" focusses on business English, and therefore has relevance for students interested in or involved in international trade. On another level "Transactions" is intended for the Asian market, so the characters, situations, cues and roles are geared in this direction. In the fullest sense of relevance, however, it is the responsibility of you the teacher to bring life into these materials. Only by personalizing the cues and examples to match your students, by changing phrases and locations to match their situation, and by taking the text a step further into the realm of your classroom, will you and your students get the most out of the text.

2. One result of teaching ESL for five years is my assumption that student-centered instruction greatly enhances acquisition. By student-centered, I refer to student activities and atmosphere which are open to student initiative, geared for student control, and accessible to individual learning styles and strategies. Before this can be done, it is essential that students feel responsible for learning, and that they take advantage of their own imagination, curiosity and style. In accordance with this assumption, "Transactions" is structured to allow for creative derivations and adaptations of its contents. Included in the teachers guide which accompanies the text are suggested variations and options for each section. Furthermore, the text makes use of a wide range of activities and exercises in order to accommodate as many learning strategies and styles as possible. Finally, most activities in both the text and on video are geared towards group and pair work, which do not require teacher participation. Responsibility and focus thus placed on the students, creates an environment rich in acquisition.

3. Language is a dynamic creature. Students need to be exposed to and absorb myriad communication signals, patterns, meanings and ways of thought. For this reason, the memorization of large



amounts of topic-specific vocabulary which typifies ESP texts, rarely results in language fluency.

"Transactions" makes use of video, text, and workbook to provide students with a wide range of perspectives on language: grammatical and functional patterns, aural/oral and written exercises, videotape dialogs and natural conversation, written and videotape activities, vocabulary, and pictures. All this is combined within a story line relating directly to business transactions in Asia. By exploiting a topic area, as a means of treating the language as a whole, "Transactions" categorizes itself as an English Through Content Area text.

### *CONTENT*

Throughout "Transactions" each chapter weaves a topic area into language instruction. In the example chapter included here, the situations, grammar, functions and vocabulary were chosen because they occur frequently in Asia in the course of business greetings and introductions. Meeting at airports, assisting a foreigner in a train station, and being visited at an office, are situations encountered daily. For the grammar exercise, Wh-questions and the present tense are highlighted because they form the basis of business greetings and small talk. The functions featured in this chapter are business card exchanges, the process of small talk, and of course, introductions. The vocabulary found in the workbook is taken from the dialogs and exercises in the student text and relates directly to the chapter's topic.

### *FORMAT*

"Transactions" is organized into three parts: text, video and workbook. The textbook supplies the backbone. The following nine sections found in each chapter can be categorized as either dialog, exercise, or activity.

- Dialog 1
- Grammar Exercise
- Video Exercise
- Dialog 2
- Free Speech
- Picture Story
- Dialog 3
- Conversation Exercise
- Video Activity

Instructions in the text indicate when the video should be used. The following sections of the text are found on the video.

Dialog 1  
Video Exercise  
Dialog 2  
Free Speech  
Dialog 3  
Video Activity

The workbook has six sections for each chapter. Instructions in the text indicate when each section should be used.

Vocabulary  
Sentence Building  
Comprehension Exercises  
Picture Stories  
Comprehension Activities  
Reading Comprehension

### *TEXT*

The nine sections of the text can be grouped into three categories, dialogs, exercises, and activities. The dialogs' purpose is to cover the topic and introduce grammar and functions. The three dialogs in each chapter are never more than 25 lines, and are followed by comprehension questions as well as being recorded on the video.

The three exercises--grammar, video, and conversation--highlight grammatical and functional patterns through pair and group conversation practice. These patterns occur naturally in the context of the chapter, and are reinforced by the workbook and video.

The three activities--conversation, free speech, and picture story--are much less structured than exercises. An assortment of pictures, video drama, mime and role playing gives students wider parameters though which to exploit language acquisition.

## *VIDEO*

Video can enhance a language classroom like no other medium. The TV screen not only presents language in its living form, but can be used creatively in a wide range of activities. Each chapter of "Transactions" includes 15 to 20 minutes of video. This can be divided into four sections of usage. First, all the dialogs and comprehension questions have been recorded. Second, the short dialog in the video exercise has been recorded with one of the character's voices left out. This allows for students to interact directly with the video by role playing the muted character's part. Third, the free speech section consists of five to ten minutes of natural topic-related conversation. Fourth, the video activity consists of two self introductions and narrations by characters who then mime an interaction together. Students can use the narration and discourse analysis provided in the student text to role play the interaction out loud. Between these four sections large amounts of natural speech, comprehensible input, living language and stimulating visuals are available for exploitation by student and teacher alike.

## *WORKBOOK*

The workbook reinforces the text and video. It combines reading passages, pictures, and clozed grammar and written exercises. It can introduce the text, can be collected as homework, or can follow up the text with in-class activities. The text is marked with a special symbol when the sections of the workbook are particularly useful.

## *TEACHER'S GUIDE*

The teacher's guide supplies a summary of purpose, a simple lesson plan, and optional activities for each of the chapter's nine sections. Intended as a resource, the teacher's guide is especially useful for teachers without much in-class experience or who are unfamiliar with video instruction. Each class has a personality and every teacher a style. Do not treat the teacher's guide as law. Follow it as you see fit.

## *HOW TO USE "TRANSACTIONS"*

"Transactions" is straightforward. There are no fancy steps or complicated multi-media presentations. Directions in each section of the text tell you and the students how to practice each section and when the video and workbook should be used. You as a teacher can supersede these directions by turning to the teacher's guide or by drawing up creative lesson plans of your own. As a general rule, each chapter should take between two and three hours to complete. Depending on the needs and interests of your class, however, different sections can be repeated, deleted, supplemented, or extended. What is important is that before entering the classroom, you have a clear vision as to how you want the video, text and workbook to fit together.

## Chapter One

### GREETINGS AND INTRODUCTIONS

(The following is a summary of Chapter One)

- I. Dialog and Comprehension Questions
  - a. Dialog 1A, "At The Airport"
  - b. Dialog 1B, "Good To See You Again"
- II. Grammar Exercises
  - a. Questions with Is/Are
  - b. Questions with Do/Does
  - c. Tom Vick's Schedule
  - d. Would You Like
- III. Video Exercise
  - a. Exercise 1
  - b. Exercise 2
- IV. Dialog and Comprehension Questions
  - a. Dialog 2, "Helping a Stranger"
- V. Free Speech
  - a. Conversation, "On The Train To Osaka"
- VI. Picture Story
- VII. Dialog and Comprehension Questions
  - a. Dialog 3A, "Making Introductions"
  - b. Dialog 3B, "Introductions and Plans"
- VIII. Conversation Exercise
  - a. Making an Introduction
  - b. Exchanging Cards
- IX. Video Activity
  - a. Meet the People
  - b. Video Mime

## I. DIALOG 1A: MEETING AT THE AIRPORT

(Ms. Lilik Chen goes to the airport to meet Cliff Steele, a businessman from Chicago.)

### *Practice:*

- 1) Read the dialog.
- 2) Practice saying the dialog and asking the questions with a friend. Do not write the answers.
- 3) Start the video. Listen carefully. Answer the questions.
- 4) Play the video again. Say the dialog along with the video.

### *Dialog:*

Cliff: How do you do? I'm Cliff Steele.

Lilik: Mr. Steele. Welcome to Japan. I'm Miss Chen, Miss Lilly Chen with Jetson Products. It's a pleasure to meet you. How was your flight?

Cliff: It was fine but long. I'm a little tired I guess.

Lilik: I understand, it's the jet lag. When did you leave Chicago?

Cliff: We left at 5:00 our time...let's see, 12 hours ago. What time is it here?

Lilik: It's 10:15. Would you like to go to your hotel now?

Cliff: Yes, that would be nice. Is it far?

Lilik: It's just 45 minutes from here. Please, let me take your bag.

Cliff: Oh no, I've got it . . . Excuse me, but I've forgotten your name.

Lilik: It's Lilly Chen. You can call me Miss Chen.

Cliff: Miss Chen, how long have you been working for Jetson Products?

Lilik: Four years . . . Is this your first time in Tokyo?

Cliff: No, I was here. . . .

### *COMPREHENSION QUESTIONS*

- a) What is the man's first and last name?
- b) Where is he from?
- c) What time is it in Tokyo?
- d) When did he leave Chicago?
- e) Where is his hotel?

## I. DIALOG 1B: GOOD TO SEE YOU AGAIN

(Susan meets Mark, an old client and friend, at the airport.)

### *Practice:*

- 1) Start the video and watch the dialog with a friend.
- 2) Listen to the Comprehension Questions and answer them.
- 3) Watch the video again and practice it with a friend.

### *Dialog:*

Susan: Mark!

Mark: Susan, long time no see. How are you?

Susan: Fine. How are you? How was your flight?

Mark: No problem. It's good to be back in Taipei.

Susan: Yes, welcome back. It's good to see you again. How long are you going to stay?

Mark: I'm leaving in 4 days, on the 25th. I wish I could stay longer.

Susan: Yes, there is so much to see and to do in Taipei. I hope that I can make your stay here enjoyable.

Mark: Yeah, I know.

Susan: Here, let me take your bag.

Mark: No, no, I've got it.

## COMPREHENSION QUESTIONS

- a) What are their names?
- b) Why do they use first names?
- c) Does the man like Taipei?
- d) How long will he stay?
- e) How is Dialog 1A different from Dialog 1B?

(Stop the video.)





B)



This is Sally Hose. She is with Huston Products. She comes to your office every year, and orders record albums. She lives in Arizona.

*Practice:*

- 1) With a partner ask questions using the cues below. Answer the questions with the truth.
- 2) Role play that Ms. Hose is visiting your partner's office. Use the cues and your imagination to ask your partner about Ms. Hose.

For example: (speak Japanese) "Does she speak Japanese?"  
"No, she doesn't."

Cues:

(like Chinese food)	(where/live)
(miss your family)	(when/wake up)
(have any children)	(how many/want)
(live in California)	(why/have to go so soon)
(want to go shopping)	(what country/like)

- 3) Now, Ms. Hose comes to your office. Role play that your partner is Ms. Hose. Ask and answer questions with the same cues. Use your imagination.

For example: (drink Korean beer) "Do you drink Korean beer?"  
"Yes, I do." or "No, I don't"

(when/eat breakfast) "When do you eat breakfast?"  
"I usually eat breakfast at 7:30."

C) This is Mr. Tom Vick's schedule. When Tom is in Boston, he usually does the same thing every morning.

6:00	7:00	7:30	10:30
wakes up, exercises and jogs, takes a hot shower	eats eggs and toast, drinks coffee, reads the New York Times	drives his Ford to work, listens to the radio, smokes a pipe	takes a coffee break, eats donuts, calls his wife

*Practice:*

1) With a friend, ask and answer Yes/No Questions about Tom's schedule. For example:

"Does Tom eat eggs for breakfast?"  
"Yes, he does."  
"Does Tom wake up at 6:30?"  
"No, he doesn't. He wakes up at 6:00."

2) Now, ask and answer Wh-questions about Tom's schedule. For example:

"When does Tom take his coffee break?"  
"He takes his coffee break at 10:30."  
"What does Tom eat for breakfast?"  
"He eats eggs and toast."  
"Where does Tom smoke his pipe?"  
"He smokes his pipe in the car."

3) With your partner, use your imaginations to ask and answer questions about your schedules. For example:

"Do you wake up at 6:00?"  
"No, I don't", or "Yes, I do."  
"When do you eat breakfast?"  
"I eat breakfast at \_\_\_\_\_"

D) There are many different ways to ask a question. You can ask the following questions formally or informally.

Formal question . . . "Would you like (to) . . ."

Informal question . . . "Do you want (to) . . ."

*Practice:*

Use the cues to ask your partner the following questions.

For example:

(a cup of tea)

"Would you like a cup of tea?"

"Yes, I would. Thank you."

*or*

"Do you want a cup of tea?"

"Yes, I do. Thank you."

(buy a souvenir)

"Do you want to buy a souvenir?"

"No, I don't, but thank you very much."

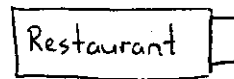
*or*

"Would you like to buy a souvenir?"

"No, I wouldn't, thank you."



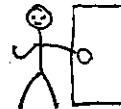
(some coffee)



(have lunch)



(any samples)



(visit our showroom)



(a glass of beer)



(go to your hotel)



(a few more minutes)



(use our phone)

### III. VIDEO EXERCISE A

(Tom Burns and Lily Chen are riding in a car. Only half of the dialog is on the video. Try to speak with the video.)

*Practice:*

- 1) Read the following dialog and practice it with a friend.
- 2) Start the video. Only Lily is talking on the video. You are Tom. Practice the dialog with the video. Speak naturally. Don't read out loud.

*Dialog:*

Lily: Where do you come from, Mr. Burns?

Tom: I'm from Denver. Have you been there?

Lily: No. I have never been there. Is it nice?

Tom: It's a beautiful city. It is high in the mountains with lots of parks and trees. My house is in the mountains.

Lily: It sounds beautiful.

Tom: Did you study in America?

Lily: No, I didn't. I studied here in Tokyo.

Tom: Are you from Tokyo?

Lily: No, I am from Kyoto, but Tokyo has the best schools. I came here in 1977 and I liked it, so I studied.

(Stop the video)

### III. VIDEO EXERCISE B

(Tom and Lily are in the car. Only Tom is on the video.)

*Practice:*

- 1) Read the following dialog. What do you think Lily is saying?
- 2) You are Lily Chen. Write what you are saying. Practice the dialog with a partner.
- 3) Start the video. Only Mr. Burns is speaking. You are Ms. Chen. Practice the dialog with the video. Speak naturally.

*Dialog:*

Tom: It's huge. How many people live in Taipei?

Lily: \_\_\_\_\_

Tom: Does everyone speak English?

Lily: \_\_\_\_\_

Tom: No, I don't speak any Chinese. Oh, just a minute, "Ni hao ma?"

Lily: \_\_\_\_\_

Tom: Could you? I'd love to learn a little. If I could speak a little Chinese, I'd feel better.  
Where did you learn your English?

Lily: \_\_\_\_\_

Tom: Did you like it?

Lily: \_\_\_\_\_

Tom: How long did you stay?

(Stop the Video.)

#### IV. DIALOG 2: HELPING A STRANGER

(Cliff Meyers is looking for a taxi. Akiko Masuda helps him.)

##### *Practice:*

- 1) Read the dialog.
- 2) Close your book. Start the video. Watch carefully.
- 3) Open your book. Watch the video again. Read your book with the video.
- 4) Practice saying the dialog with a partner. If you want, you can change any of the questions, answers or ideas.

##### *Dialog:*

Cliff: Excuse me, do you speak English?

Akiko: Yes I do. Can I help you?

Cliff: Yes. Do you know where I can catch a taxi?

Akiko: Yes, you can catch one right around the corner. I'm going there myself. Would you like me to help you?

Cliff: Please, thank you.

Akiko: Where are you from?

Cliff: I am from Minnesota, but I grew up in New York.

Akiko: Is this your first time in Tokyo?

Cliff: No, I was here two years ago. I'm a purchaser for an electronics company in the New York.

Akiko: That's interesting. My company manufactures electrical components. Let me introduce myself. My name is Akiko Masuda. Here is my card.

Cliff: Miss Akiko Masuda, Akuro Electronics. It's a pleasure to meet you. My name is Cliff Meyers. I have a card here somewhere. Here it is. Boerum Electronics.

Akiko: Thank you. Are you based in New York?

Cliff: Yes we are. We deal mainly in kitchen appliances and parts which we then wholesale to chains of stores throughout the states.

Akiko: I see that our companies have something in common. We export quite a few products to the States. Well, here we are. If there is anything I can do for you while you are here, or if you would like to visit our showroom, please give me a call.

Cliff: OK, sounds good. Thank you for showing me the taxi.

Akiko: My pleasure. Here, let me tell the taxi driver where you are going.

#### IV. DIALOG 2: COMPREHENSION QUESTIONS

*Practice:*

- 1) Read the answers.
- 2) Use the cues to write the questions.
- 3) Practice asking a partner the questions.
- 4) Start the video. Ask the video the questions.

a) (what/looking for) \_\_\_\_\_ ?

He is looking for a taxi.

b) (where/from) \_\_\_\_\_ ?

He is from New York.

c) (what/do) \_\_\_\_\_ ?

He is a purchaser for an electronics company in N.Y.

d) (who/work for) \_\_\_\_\_ ?

She works for Akuro Electronics.

e) (what/Akuro Exports do) \_\_\_\_\_ ?

It exports electrical components to the United States.

## V. FREE SPEECH

(Cliff and Lilik meet in the train station. Now they are riding on the train to Osaka.)

### *Practice:*

- 1) Start the video. Turn off the volume. With a partner, describe what you see. What do you think they are saying?
- 2) Watch the dialog again. Turn up the volume. Close your book. Relax and listen to the dialog.
- 3) Read the questions. Answer them with a partner. Use English.
- 4) Watch the dialog again. Answer all of the questions with your partner.

### *Questions:*

What kind of family does Cliff have?

Describe Lilik. What kind of woman is she?

Describe Cliff. What kind of man is he?

What does Lilik do for a living?

Describe Cliff's company. What does he do?

Why does Lilik like Tokyo?

Does Cliff like Japan? How do you know?

Does Cliff want to have dinner with Lilik?

Why do you think Cliff and Lilik are going to Osaka?

What are three questions that Lilik asks Cliff?

What are three questions that Cliff asks Lilik?

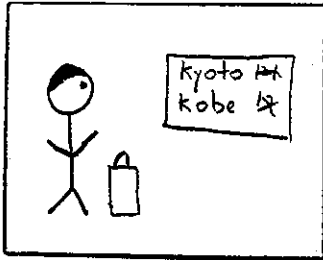


## VI. PICTURE STORY

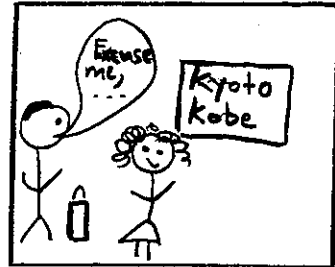
(The pictures tell the story of Lilik and Cliff. They are in the Tokyo Train Station.)

*Practice:*

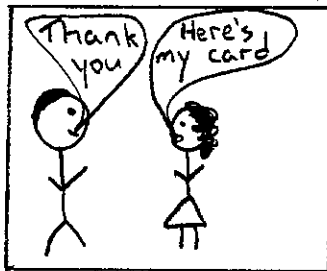
- 1) Look at the pictures with a friend. What do you see in the pictures?
- 2) What is Cliff doing in Pictures 1, 2, 3, and 5? With your partner, ask and answer questions about Cliff.
- 3) Look at Picture 4. What does the card tell you. Ask your partner questions about Akiko.
- 4) Role play that you are Cliff and Akiko. Cliff is looking for the train and Akiko helps.



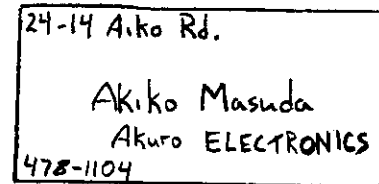
(picture one)  
man in train station  
looking at departures  
board.



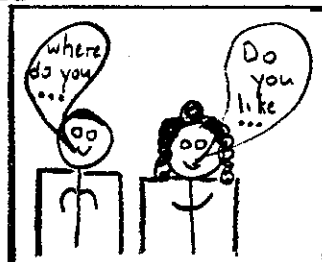
(picture two)  
man asking woman  
about the train to  
Kyoto



(picture three)  
man thanking woman  
outside train, woman  
giving man her card



(picture four)  
close-up of woman's  
business card



(picture five)  
man and woman sitting on  
train, having a conversation

## VII. DIALOG 3A: MAKING INTRODUCTIONS

(Trong Chen introduces Mr. Johnson, an American buyer, to Cindy Chen, the General Manager.)

### *Practice:*

- 1) Read the Dialog and Comprehension Questions.
- 2) Start the video. Watch the video with two partners.
- 3) Answer the Comprehension Questions when the video asks.
- 4) Practice saying the dialog with your partners. Use natural conversation. Stand up and shake hands.

### *Dialog:*

Trong: Hi, Mr. Johnson.

Cliff: Yes

Trong: How do you do? I'm Tom Chen. It's nice to meet you. I'm sorry to keep you waiting.

Cliff: Don't worry about it. It's no problem.

Trong: Mr. Johnson, I would like to introduce our General Manager, Miss Cindy Chen.

Cindy: It's nice to meet you Mr. Johnson.

Cliff: How do you do? It's a pleasure to meet you, but please call me Cliff.

Cindy: OK Cliff, are you enjoying your stay?

Cliff: Yes, but it is a little confusing. I wish I spoke Chinese. Have you been to the United States?

Cindy: No I haven't, but Trong studied at NYU.

Cliff: I see.

Trong: Yes, I went there for two years. It was quite an experience.

Cliff: I bet.

Trong: But please, let's go to my office. After you.

## COMPREHENSION QUESTIONS

### *Practice:*

- 1) Close your books. Answer the questions when the video asks them.
- 2) Open your books. Practice the questions with a partner.
- 3) Watch the video again. Answer the questions.

### *Questions:*

- a) Why is Mr. Chen sorry?
- b) What is the woman's name?
- c) Can Mr. Johnson speak Chinese?
- d) Who studied in the United States?
- e) How long did he study?

## VII. DIALOG 3B: INTRODUCTIONS AND PLANS

(Lilik introduces Cliff to the Production Manager, Mr. Lu. They plan to eat dinner that evening.)

### *Practice:*

- 1) Close your book. Start the video.
- 2) Watch the video carefully. Answer the Comprehension Questions.
- 3) Open your book and practice the dialog with two partners.
- 4) Watch the video again and answer the Comprehension Questions.

### *Dialog:*

Lilik: Hi Cliff. How are you today?

Cliff: Fine. How are things going with you?

Lilik: Very well. How is your hotel? Did you sleep well?

Cliff: I slept like a baby.

Lilik: Good. Did you have any problems finding our office?

Cliff: Not at all. The taxi driver knew where to go.

Lilik: Good. Cliff, I'd like you to meet our Production Manager, Mr. Lu.

Mr. Lu: How do you do Mr. Steele?

Cliff: Yes, nice to meet you.

Mr. Lu: How do you like Japan?

Cliff: I love Japan. The streets are clean and the people are friendly and the food is great.

Mr. Lu: Very good. Excuse me. . . I'm sorry, but my English is not very good.

Cliff: Oh, nonsense, you speak English very well.

Mr. Lu: Thank you.

Lilik: Mr. Lu suggests that you go out for dinner this evening. Then he can show you the night life in Tokyo.

Mr. Lu: I can pick you up at your hotel at 7:00. Are you free?

Cliff: Sure I'm free. It sounds like fun.

Mr. Lu: Good. Now I'm sorry Mr. Steele, but I have to go to a meeting. It was nice to meet you.

Cliff: It was nice to meet you, but please, call me Cliff.

Mr. Lu: All right Cliff. I'll see you this evening.

Cliff: I look forward to it.

Lilik: Please Cliff, have a seat. Make yourself comfortable.

### *COMPREHENSION QUESTIONS*

#### *Questions:*

- a) Does Mr. Steele like Japan?
- b) Did he have any problems finding the office?
- c) What does Mr. Lu do?
- d) What does he want to do tonight?
- e) When will Mr. Lu pick up Mr. Steele?

## VIII. CONVERSATION EXERCISE A: MAKING AN INTRODUCTION

(In English, there are many ways to introduce someone. The following are a few common introductions.)

"I'd like to introduce my friend, Mr \_\_\_\_\_."  
 "I'd like you to meet Mr. \_\_\_\_\_, our General Manager."  
 "Mr. \_\_\_\_\_, this is my secretary, Ms. \_\_\_\_\_."

*Practice:*

- 1) Look at the following cues and example. Practice the example with two partners.

For example:



Your Boss  
Mr. Li



You  
You



Visiting Client  
John Pitt

*You:* John, just a moment. I'd like you to meet my boss, Mr. Li. Mr. Li, this is Mr. Doughty.

*John Pitt:* How do you do? It's a pleasure to meet you Mr. Li.

*Mr. Li:* It's nice to meet you Mr. Pitt. How do you like Taiwan?

- 2) Look at the four sets of pictures and cues below with two partners. Role play introducing the client to a colleague. Remember, it is always nice to ask polite questions when introduced.
- 3) Change roles. Use different introductions. Stand up and ask more questions. Make the introductions longer and more interesting.



secretary / you / client  
Mr. Lin / you / Mr. Trump



production manager / you / client  
Don Chen / you / Sandy Shields



wife / you / client  
May / you / Jim



visiting client / you / assistant  
Alan Berry / you / Jay Kim

### IX. VIDEO ACTIVITY A: MEET THE PEOPLE

(Lilik Chen and Cliff Steele have an appointment this afternoon. They are thinking about the appointment.)

#### *Practice:*

- 1) Close your book and start the video. Listen to Lilik Chen.
- 2) With a partner, describe Ms. Chen. What kind of woman is she?
- 3) Look at the following questions. Ask and answer them with a partner. Do not write the answers. Use conversation.
- 4) Use your imagination to ask more questions about Lilik Chen?



Where does Ms. Chen live?  
Where is she from?  
Who does she work for?  
What does she do there?  
Why is she nervous?

- 5) Look at the picture of Cliff Steele. Read the questions.
- 6) Start the video and watch Mr. Steele with a partner.
- 7) Ask and answer the questions with your partner
- 8) Use your imagination to ask more questions.



Where is Cliff from?  
Does he have a big family?  
What does his company do?  
Where is it based?  
Why is he busy?

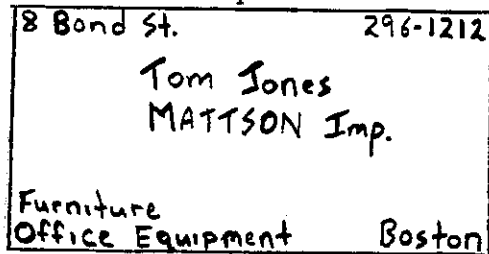
**VIII. CONVERSATION EXERCISE B: EXCHANGING CARDS**

(There are many ways to exchange a business card. When you give a someone your card, you can introduce yourself or the company you work with. It is also common to say your position in the company and to describe the work your company does.)

*Practice:*

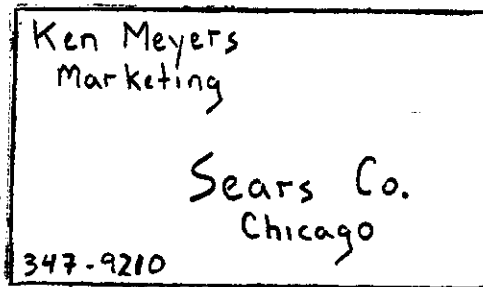
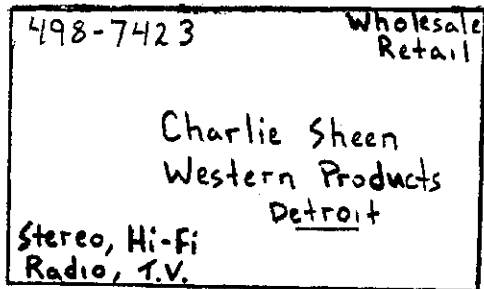
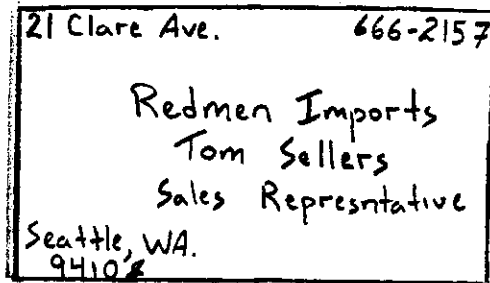
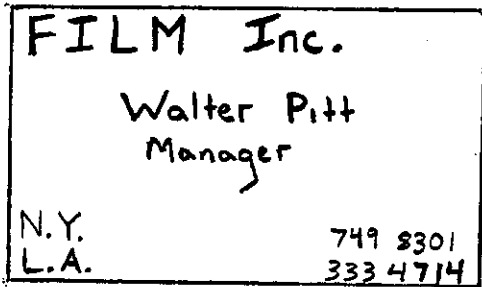
- 1) Look at the card in the example below. What do you know about Tom Jones? With a partner, ask and answer questions about Tom.
- 2) With a partner, practice the dialog in the example. Role play that you are Tom Jones.
- 3) Practice the example again. Use your imagination to ask more questions and make the example longer.

For example:



- a) "How do you do? I'm Tom Jones, purchasing agent with Mattson Imports. Here is my card."
- b) "Nice to meet you Tom. I'm \_\_\_\_\_ with \_\_\_\_\_."
- a) "Pleased to meet you."
- b) "What do you import, Tom?"
- a) "We import mainly furniture and office equipment, though we may expand soon."

- 4) Look at the cards below. What do they tell you? With a partner, choose two cards. Role play exchanging the cards and introducing yourself and your company. Use your imagination.



- 5) Now, use your own business card. Practice exchanging it with your partner.



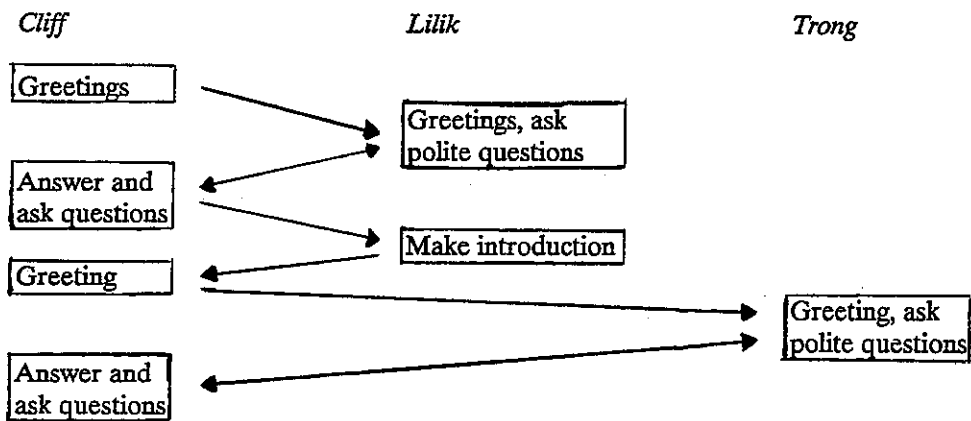
**IX. VIDEO ACTIVITY B: VIDEO MIME**

(It is the afternoon. Cliff Steele is meeting Lilik Chen in her office. After they greet each other, Lilik introduces Cliff to Trong. There is no sound on the video.)

*Practice:*

- 1) Start the video. Watch the Cliff, Lilik and Trong.
- 2) What do you think they are saying? The example below can help you think of their dialog.
- 3) Use the example and your imagination to role play the video mime with two partners.  
Practice the conversation. Stand up. Do not use your books.
- 4) Now use the cues below to role play more greetings and introductions.

For example:



today you feel tired, your hotel is uncomfortable, weather is too hot

you feel homesick, you miss your wife and children, you are from Chicago

you are not busy today, you are interested in sightseeing



greet Mr. Steele, ask how he feels, introduce him to your boss

introduce your colleague, ask about Cliff's family

introduce your secretary, ask Cliff what he wants to do



you are Lilik's boss, ask Cliff about his hotel, invite Cliff to eat lunch

assistant manager, your sister lives in Chicago ask Cliff about his life there

Lilik's secretary, ask Cliff if he wants to see the city, suggest a museum or park

## WORKBOOK

### I. VOCABULARY

Look at the following vocabulary words. Then, read the sentences. Choose the correct word or phrase for each sentence.

handshake  
jet-lag  
grow up  
manufacture

purchaser  
appliances  
exports  
sleep like a baby

confusing  
nightlife  
components  
introduce

- 1) When I am very tired, nothing can wake me up. I \_\_\_\_\_.
- 2) The King Pin Company does business internationally. It \_\_\_\_\_ many products to other countries.
- 3) When you meet someone in America, it is the custom to greet them with a \_\_\_\_\_.
- 4) Some companies only make parts and \_\_\_\_\_. They don't assemble the finished product.
- 5) Tom is a \_\_\_\_\_. He buys products for his company.
- 6) Flying in an airplane for many hours, changing timelines and losing sleep can give a person \_\_\_\_\_.
- 7) If your friends do not know each other, it is always nice to \_\_\_\_\_ them.
- 8) Many people like to go out and enjoy the \_\_\_\_\_ after work.
- 9) You \_\_\_\_\_ in the town where you spend most of your childhood.
- 10) It is very \_\_\_\_\_ if you don't understand the language or the customs of a country.
- 11) Our company makes coffee pots, blenders, mixers, dish washers and toasters. We \_\_\_\_\_ many kitchen \_\_\_\_\_.

## II. SENTENCE BUILDING

A) Look at the following cues. Write a question for each cue.

For example: (Where/the telephone) Where is the telephone?

(When/you free)

\_\_\_\_\_?

(Who/your favorite actress)

\_\_\_\_\_?

(What/your hobbies)

\_\_\_\_\_?

(Where/you staying)

\_\_\_\_\_?

(What/he thinking)

\_\_\_\_\_?

B) Look at the following cues. Write a question for each cue.

For example: (When/you wake up) When do you wake up?

(Where/you want to go)

\_\_\_\_\_?

(Who/she work with)

\_\_\_\_\_?

(Why/you like them)

\_\_\_\_\_?

(When/the trains leave)

\_\_\_\_\_?

(How many languages/you speak)

\_\_\_\_\_?

C) Look at the following cues. Write a question and answer for each cue.

(How many children/you have)

\_\_\_\_\_?

\_\_\_\_\_.

(Where/your boss from)

\_\_\_\_\_?

\_\_\_\_\_.

(When/you usually wake up)

\_\_\_\_\_?

\_\_\_\_\_.

(What/you doing now)

\_\_\_\_\_?

\_\_\_\_\_.

(Who/you work with)

\_\_\_\_\_?

\_\_\_\_\_.

(What kind of car/you have)

\_\_\_\_\_?

\_\_\_\_\_.

(Why/you studying English)

\_\_\_\_\_?

\_\_\_\_\_.

### III. COMPREHENSION EXERCISES

A) Paul Miller lives in Minnesota. Every Sunday, he usually does the same thing. Look at his schedule and answer the questions.

#### Paul's Sunday Schedule

9:00

11:00

2:00

---

wakes up  
reads the newspaper  
drinks coffee

does the laundry  
cleans his house  
washes the dishes

drives his car  
goes shopping  
buys groceries

---

- 1) When does Paul clean the house?
- 2) What does he drink in the morning?
- 3) Where does he go at 2:00?
- 4) Does Paul wake up at 10:00?

B. Write and answer four more questions about Paul.

(1) \_\_\_\_\_?

\_\_\_\_\_.

(2) \_\_\_\_\_?

\_\_\_\_\_.

(3) \_\_\_\_\_?

\_\_\_\_\_.

(4) \_\_\_\_\_?

\_\_\_\_\_.

C. What do you do on Sundays? Fill in the following schedule and answer the questions.

**Your Sunday Schedule**

9:00

11:30

2:00

x)  
x)  
x)

When do you wake up on Sundays?

\_\_\_\_\_.

Do you clean your house on Sundays?

\_\_\_\_\_.

Where do you usually go Sunday afternoon?

\_\_\_\_\_.

Do you eat a big breakfast?

\_\_\_\_\_.

Do you like to walk in the park on Sundays?

\_\_\_\_\_.

Where do you go in the afternoon?

\_\_\_\_\_.

Who do you talk to in the morning?

\_\_\_\_\_.

What do you usually do at 11:00?

\_\_\_\_\_.

Do you work on Sundays?

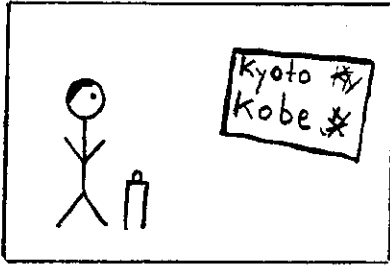
\_\_\_\_\_.

Do you visit your parents on Sundays?

\_\_\_\_\_.

**IV. PICTURE STORY**

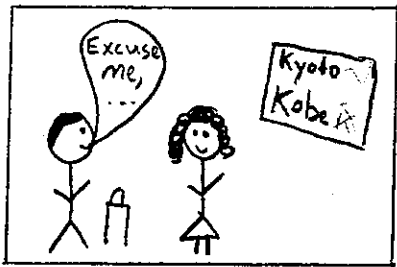
A) Use the vocabulary after the picture to fill in the blanks.



Cliff Steele \_\_\_\_\_ walking \_\_\_\_\_ the Tokyo train station. He is looking \_\_\_\_\_ the \_\_\_\_\_. He to go to Kyoto. Cliff \_\_\_\_\_ speak Japanese, and he doesn't \_\_\_\_\_ wear the \_\_\_\_\_ is.

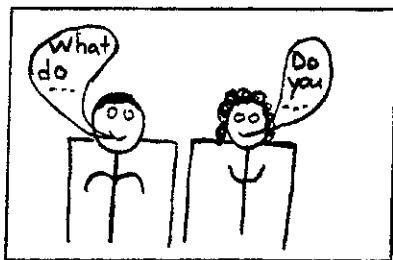
- |         |          |
|---------|----------|
| is      | at       |
| know    | train    |
| wants   | through  |
| doesn't | schedule |

B) Use your imagination to think of vocabulary for the blanks. There are many correct answers.



Cliff \_\_\_\_\_ asking a woman \_\_\_\_\_ the train schedule. \_\_\_\_\_ name is Lilik Chen and she \_\_\_\_\_ with a large \_\_\_\_\_ company. Lilik is \_\_\_\_\_ to Kyoto too. Cliff is very \_\_\_\_\_ that Lilik is \_\_\_\_\_ him.

C. Use the following vocabulary and your imagination to write a story about the picture.



- |        |           |
|--------|-----------|
| sit    | ask       |
| talk   | look      |
| window | about     |
| family | beautiful |

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## V. READING COMPREHENSION

A) Read the following story and answer the questions.

Doug is a purchasing agent for Turner Industries, a large toy company based in Los Angeles. Doug is 35 years old, and he has worked for Turner Industries for 7 years. He likes his job and he makes good money, both in salary and commission. Tom lives in Santa Monica with his wife and three children. He usually jogs in the morning and he tries to spend as much time as possible with his wife and kids. The Touchettes have 2 cars, a VCR, and a dog. They don't have a big yard, but Doug really likes his neighborhood.

Doug comes to Taiwan once a year in the Spring. He stays for 3-4 weeks and orders the toys for the Christmas season. He stays at the Lai-Lai Hotel and spends most of his time visiting showrooms and offices around Taipei. He likes Taiwan, but it rains a lot and he misses his family. His wife, Gina, doesn't like it when Doug travels, but it is part of the job. This season, Doug is looking for electric toys and robots. He thinks they will be hot items around Christmas.

1) Where does Doug live?

---

2) Does he have a nice family?

---

3) When does Doug go to Taiwan?

---

4) How long and where does he stay?

---

5) Is he busy?

---

6) What is Doug looking for this year?

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## TEACHER'S GUIDE

### *Introduction*

The Teacher's Guide supplies a description of purpose, a sample lesson plan, and options for related activities for each section of the student text. While the guide offers integrated and effective insights into uses of these materials, the class is yours to teach. Refer to this guide as a resource, adapting it to meet the needs of your students.

### **I. Dialog 1: "At The Airport" & "Good To See You Again"**

#### *Purpose:*

The two dialogs, 1A and 1B, introduce and contrast formal and informal greetings. They also model the simple present tense. Students can also focus on body language and culture while viewing the video.

#### *Practice:*

After reading Dialog 1A through to themselves in the text, students will have questions. After working out any of these, choose a student to read the dialog aloud with you. Get up and act like you really were at an airport, teaching the class what role play means. Before letting them practice in pairs aloud, play Dialog 1A on the video for the class. As there is a long lead-in on the video before the dialog begins, ask the class questions about what they see happening. Follow up with the Comprehension Questions before putting class into pairs to practice the dialog. Stress the importance of keeping eye contact with their partner and their heads out of their books. In Dialog 1B you can let student's practice in pairs before starting the video. Work together as a class to point out differences between the two. Introduce other common expressions for greeting to the class.

*Options:*

By turning the sound off, the video can be used creatively in many ways. With the sound off, pause frequently and ask the class what they see happening. Or, play it silently and ask two students to role play along with the video with their books closed. If third or fourth viewings are strongly desired by the class, assign the students specific tasks before starting. Tasks can be general, like looking closely at body movement or focussing on intonation, or they can be specific, focussed on certain speech acts or phrases. It can be helpful to pause frequently in these viewings.

## II. Grammar Exercise

*Purpose:*

These pair and group exercises focus on grammar and conversation. They are very straightforward and are intended as review for the students. If they are not, then these materials may be too difficult for them. Students will work in pairs or small groups to reinforce the present tense (Be vs. Do) and suggestions with "would/want". Make sure to stress the final -s in the third person. There is no video component, but several follow up activities are available in the workbook. It is key to the purpose of the activity that students identify with Scott, Sally and Tom and that they use their imagination to answer the cues. Supplementary materials abound so feel free to augment these exercises with sections from other texts.

*Practice:*

Each exercise needs to be modeled before letting pairs and groups work together. You can do this yourself or ask students to. Follow this up in Exercises A and B by putting the class into pairs. When they have run through all the cues, call on students to model specific cues out loud for the class. Exercise C can be easily introduced by drawing your own schedule on the board and eliciting questions and answers from the class on it. Once the class understands the procedure and patterns, place students in pairs or small groups to complete the exercise. In Exercise D, go over the meaning of the pictures before working

on the examples. Students should be able to use the infinitive of verbs (i.e. like to eat) before they are put into pairs.

*Options:*

Supplementary materials for these grammar points can be found in many texts (i.e. *Side By Side, Mastering American English, Spot Drills*). Besides the option of having students write 5 or 10 original questions for each of the first three parts, you can construct role plays where two students are riding in a car back from the airport. What kind of questions are both host and guest likely to ask? For Part 3, have students write their own timelines to share and then work in groups asking about each other's schedule. Change the focus to Monday evening, or the weekend. You can even ask students to come to the front of the class and answer classmates' questions about their schedule. The workbook can also be exploited for conversation practice in a number of creative ways. After completing the exercises, it can be rewarding to go back to the first dialog and identify the grammar located there.

### III. Video Exercise

*Purpose:*

The video exercise is not only structured to allow students to reinforce the patterns highlighted in the grammar exercise but also to practice their fluency and intonation. In Video Exercise A, Cliff's part has been blanked out on the video, while in Exercise B, it is Lilik's part that is missing. In this respect, students can practice the dialogs by role playing Cliff and Lilik with the video.

*Practice:*

Let the students read through Exercise A and ask you questions. Then, in pairs, have them practice the dialog. It is especially important that they maintain eye contact when practicing, rather than burying their heads in their books. Choose two students to model the dialog for the class and then one

student to model it with you. When the class has familiarized themselves with the exercise, start the video and have them chorally practice Cliff's part. The first time through will sound chaotic as they try to keep up with native fluency. On the second and third time through, call on groups or individual students to take Cliff's part while the rest of the class follows along quietly. In Exercise B, divide the class into groups and have them use their imagination to create Lilik's half of the dialog. When they finish, have them practice the dialog while you circle from group to group. Choose representatives from the different groups to model their dialogs for the class and compare the differences. Then, start the video and have them practice speed and intonation, individually and chorally.

*Options:*

Rather than start with the text, have students close their books. Start the video and model role playing with Cliff or Lilik for the class. Once students understand the goal of this exercise, put them into pairs to practice. After five minutes or so, choose a student or two to role play with you. Then, start the video and have individual students try to keep up while the class listens along. End with a choral practice with the video.

#### **IV. Dialog 2: "Helping A Stranger"**

*Purpose:*

This is a lengthy dialog, so there is a lot of input to work with. The dialog introduces two new functions, requests for help and exchanges of business cards, while further modeling personal and business related information questions. The Comprehension Questions, which follow in the text and on video, supply the students with answers rather than questions. Feel free to treat them as a separate activity.

*Practice:*

With this lengthier dialog, the number of possible activities increases. One idea is to have the students watch the dialog on video before they read it in their books. After watching with their books

closed, ask them to tell you three things which happened. In this manner, the whole class can participate in brainstorming a summary. Let them read the dialog and then play it for them a second time. I'm sure questions and misunderstandings will be raised over the exchange of business cards. There are hundreds of ways to introduce yourself and exchange a business card. These should be dealt with and exploited before asking the students to practice the dialog in pairs. After a few run throughs, encourage them to change the names, facts and situation to fit their own lives or imagination.

*Options:*

An immediate follow-up can be to generate role plays by supplying students with alternative situations, requests and identities (e.g. Cliff is looking for a subway, Lilik doesn't know where it is). These can be written on the board for the whole class to use or given to pairs of students on slips of paper to role play spontaneously in front of the class. A second alternative is to play the dialog twice before having the students open their books. This time, pause twice, after "That would be nice" and after "Thank you" to give students some time to digest. This can then be expanded by supplying a cloze exercise or by examining body language and cultural peculiarities.

**V. Free Speech**

*Purpose:*

In this video presentation, Cliff and Lilik are chatting aboard the train from Tokyo to Osaka. Before filming this, the actors had only been given rough outlines rather than scripts. This was done so that the discourse would be natural, the English which your students really hear. Free Speech as an extended dialog gives your students a chance to relax and absorb a high quantity of input relevant to the overall content of the chapter.

*Practice:*

Before starting the video, it is important that you set the scene. Give your students a short introduction as to the setting and let them know they might not understand everything. It is equally important that you set the mood. Before the first viewing, have your students relax, put down their pencils and take several deep breaths. Do not assign any specific task. When Free Speech ends, field any questions before having them open their books. As a whole class or in pairs, work to answer the questions. When playing the video a second or third time, you can 1) prepare your own comprehension questions, 2) ask students to write their own comprehension questions which they can ask each other, or 3) supply a cloze transcript for your students to fill in.

*Options:*

Another way to approach listening comprehension besides comprehension questions is through comprehension tasks. For instance, on the second viewing, ask your students to remember all the questions that Lilik asks Cliff, or to be able to describe Cliff's company. These tasks can be brainstormed as a whole class or assigned for different groups to work on. For an expansion activity, have the class brainstorm the different speech acts which Lilik and Cliff followed and write these up on the board (it will look somewhat like Video Mime in the student text). Use this and have students practice role plays in pairs. Another activity can be to have students write 5 comprehension questions of their own after the second viewing. These can then be asked and answered as a class or in groups.

## **VI. Picture Story**

*Purpose:*

These 5 pictures tell the story of how Cliff and Lilik met. Confused as to which train to take, Cliff asks Lilik for help and with a little bit of coincidence, the rest is history. Pictures and picture stories are always an excellent vehicle for student centered activities. Besides oral descriptions, narrations and role

plays, a wide range of written activities can also be generated. With any combination of these, the pictures can easily be stretched into several hours of productive classtime.

*Practice:*

In this section, activities can be generated from a single picture as well as en masse. One way to cover them is to start by having the class describe the first three pictures and what is happening in them. Variations on this include asking individual students to come to the front of the classroom, to pretend to be Cliff or Lilik and to tell the rest of the class what they are doing in the picture and what is happening around them. As a whole, the class can ask questions which the student must answer. Students can also reinforce their present and present continuous tense by writing three questions about each picture and either asking them aloud or exchanging them with another student. In the fourth picture, go over the information included in the card and get the class to come up with questions that the card can answer. Your own business card or cards of your students can be drawn on the board for analysis as well. In the last picture, after descriptions and mini-role plays, have the class role play the entire story in pairs. Ask for volunteers to perform for the class with their own business cards and imagination.

*Options:*

For writing practice, besides turning to the workbook, many other options are available. On the board, write the vocabulary generated by the class while describing a picture. Give them 5-10 minutes to write a short description or story based on that picture using the vocabulary. Cloze exercises could also be handed out. Another variation is, after analyzing the fourth picture, to have students take out their own business card and write a story about themselves and their company based on the information on the card. To generate further expansion off of the last picture, ask your students what topics they think Cliff and Lilik might talk about on the train ride and write the topic headings on the board. With this, you can generate role plays, ask for a written list of pertinent questions which could be asked, or even watch Free Speech one last time.

## VII. Dialog 3: "Making Introductions" & "Introductions & Plans"

### *Purpose:*

Dialogs 3A and 3B model for students different styles of introductions. They also allow for a review of greetings and further input relating to small talk and personal information questions. By playing Dialog B the first time through with its sound off, your students will be able to share their imaginations as to what was said and be more versatile and creative with the introductions they acquire.

### *Practice:*

One way to move through the two dialogs is to start by having your students read through the first dialog on their own. Put them in pairs or groups of three to answer the Comprehension Questions and then start the video. In groups of 3, let them practice the dialog several times, changing the names and information to fit their needs. Play through the dialog again, and this time follow up by brainstorming alternative introductory statements and relevant idioms. Ask for volunteers to role play introductions for the class using these new phrases and vocabulary. For Dialog 3B, ask your students to close their books and then start the video. This time, turn the sound off and let the students guess as to what is going on. After describing the video, ask groups of three to come up with their versions of what was said on the video and after 5 minutes for practice, ask for performances. Compare these with each other and then play the video a second time with the sound on. Play it straight through to the Comprehension Questions and choose students to answer these. Have your class open their books and in groups of three practice the dialog.

### *Options:*

After viewing Dialog 3A twice, ask for volunteers to role play introducing you to their classmates using the new phrases and vocabulary you have brainstormed. Make sure to stress that every introduction is followed up with some form of personal question. After viewing Dialog 3B with sound, stop before



reaching the Comprehension Questions and ask students to write their own. Play the video a third time and have your students ask each other their questions. Then play the video of Comprehension Questions and finally have them open their books to practice. For further writing practice, have students write summary short stories or descriptions after the silent second viewing.

### VIII. Conversation Exercise

#### *Purpose:*

The two exercises found in this section are functionally based and give students a chance to practice what they have been learning in a creative and open manner. The exercises are not highly structured and therefore allow for greater student input and participation. The first exercise focusses on introductions, the different patterns used in English, and the transition from introduction into small talk and information questions. The second exercise is focussed on exchanges of business cards. It is important that students realize that there is no rigid or set ritual that Westerners follow in exchanging cards and that often, card exchanges are followed by offers for lunch, meetings or visits to showrooms. Neither exercise is on tape, but related activities can be found in the workbook.

#### *Practice:*

In Exercise A, have the students begin by looking at the introductory phrases. Expand these by brainstorming or supplying alternatives of your own on the board. Make sure to include self-introductions, such as "Let me introduce myself." The exercise itself is fairly straightforward. Once your students have command of the examples, and understand the purpose of role playing here, break them into groups of three and have them introduce each other according to the cues. Make sure they expand beyond the simple introduction into real dialog, with related questions, offers and suggestions. In Exercise B, start by asking students for different situations in which exchanging cards is appropriate. In all likelihood, your class will be of the belief that there is an exact ritual which is followed. Let students know that after

exchanging cards it is appropriate to describe their company, their relation to the company, or the business at hand. You may want to walk around the class handing out your own card to different students, modeling different expressions each time, "My card", or "Here's my card. I hope you'll call," or "John Blow with J. C. Penny, here's my card", and so on. In the book, go over the possible follow up questions as a class, before practicing the sample exchange. After going through the cards in the book, describing and analyzing each, break students into pairs. have them choose one of the cards as their own and practice exchanging it with their partner. Conclude with exchanges of their own cards.

*Options:*

In the first exercise, role plays can be generated by having students introduce each other to imaginary guests or to you. For spontaneous introductions, write identities on slips of paper with identities and situations on them to groups of three and give them only a few minutes to prepare before role playing for the class. Make sure to include offers for lunch or visits to the office with these introductions. With the second exercise, a cocktail party could be generated with the theme of a trade show or business luncheon. Students must circulate around the classroom, introduce themselves, exchange cards, obtain information and make appointments. Make sure that you are participating as well.

**IX. Video Activity: Meet The People and Video Mime**

*Purpose:*

The two parts to this sections allow for a creative and in depth conclusion to the chapter. Meet the People sets the tone and scene as well as gives further listening comprehension practice. In it, first Lilik, then Cliff, deliver a monologue as to who they are, their background and what they will be doing this afternoon. Video Mime dramatizes their meeting that afternoon on video without sound. The student text presents this meeting as a series of distinct speech acts which make up a conversation. By presenting the video without any sound whatsoever, students have the opportunity to create conversations totally on their

own. This not only enhances their confidence, but moves them even further towards the autonomy necessary if they are to function in English outside of the classroom.

*Practice:*

Before starting the video for Meet the People, give a little introduction about what they will be seeing. With books closed, play the video and ask for the class, groups or individuals to summarize or describe what they saw. After opening their books, have them work on the questions before playing the video a second time. Let the class read the questions in the text about Cliff before playing that segment of the video. After working on the answers in pairs, have them write their own questions which they can ask and share after the second viewing. Now that the class understands the situation, have them look at Video Mime in their texts. Go through the flow chart and then start the video. It should be easy to have students identify each of the speech acts in the chart when they appear on the video. Look at the set of cues as a class and ask if there are any questions. As a whole class, work on generating a dialog based on the cues and the flow chart above. When the class appears to have the hang of things, split them up into groups of three to practice with the other two sets of cues. Ask for volunteers to role play for the class to watch.

*Options:*

In the first part, you may want to reinforce writing skills by asking students to write descriptions of Lilik or Cliff or by handing out comprehension questions of your own for them to write answers to. You may also ask students to come to the front of the class and describe themselves similarly to the video. In the Video Mime, you may want to play the video before letting students open their books. You can then brainstorm a flow chart of speech acts which you can then compare to the one in the text. For further exploitation, collect business cards from each of your students. Pull three of these out of a hat and ask these students to role play greetings and introductions, loosely following the flow chart, for the class to watch. You may want to supply embellishments, situations or relevant information, but the object is to let the students be themselves and culminate the chapter on their own two feet.