

Part 1

Conversation: Meeting New Friends

Before You Listen



1 **Prelistingening Questions** Answer the questions with a partner.



▲ Jack and Peter in the lobby of their building

1. What do you say when you meet someone for the first time?
2. What body language or gestures do you use when you meet someone new?
For example, do you hug or shake hands?
3. What body language or gestures do you use when you greet a good friend?
A classmate? A co-worker?



2 Previewing Vocabulary Listen to these words and phrases from the conversation. Then complete the sentences with the words and phrases.

Verbs

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

Expressions

- call me
- No kidding!

1. His name is Kenji. I don't think that's an English name. It sounds Japanese.
2. We have a new house, but we can't move into it until next month.
3. My friend is in the hospital. I will stop by tomorrow and bring her flowers.
4. You have seven brothers and one sister? No kidding!
5. My name is Robert Browning. But please, call me Bob.
6. I was born in the United States, but my parents came over from Korea 35 years ago.
7. If your major is Asian Studies, I'm sure you have to take Chinese and probably some other Asian languages, too.

Listen



3 Listening for Main Ideas Jack, Peter, and Bruce are students at Faber College. They meet in the lobby of their apartment building. Close your book as you listen. Prepare to answer these questions:

1. Which students already know each other?
2. What information do you find out about Bruce?
3. What will the students do after this conversation?

Compare and discuss your answers with a partner.



4 Listening for Details Listen again if necessary. Write *T* if a statement is true and *F* if it is false.

- F 1. Bruce was born in Hong Kong.
- T 2. Peter plans to take a Chinese class.
- F 3. Jack and Peter are roommates.

Stress

CD 1, Track 4



In spoken English, important words are stressed. This means that they are spoken louder, longer, or higher than other words. Stressed words usually give the most important information. These kinds of words are usually stressed: verbs, nouns, adjectives, adverbs, numbers, and negatives like "isn't," "don't," and "can't."

Example

My **name** is **Peter**.

I'm in **apartment two-twelve**.

Maybe you could **help** me.

We're on the **same floor**.

CD 1, Track 5



5 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 blanks with the words you hear.

Jack: Hi! How are you doing?

Peter: Hi. You're ... Jack, right?

Jack: Yeah. And, sorry, you're ...?

Peter: Peter. Peter Riley.

Jack: Oh, yeah, we met on campus last week. Peter, this is my friend, Bruce Lee. He's just moved into the building.

Peter: Hi, Bruce Lee.

Bruce: Nice to meet you. You can just call me Bruce. Lee's my last name.

Peter: Oh, Lee. That sounds ...

Bruce: Chinese.

Peter: Oh. So, you're from ...

Bruce: ... from San Francisco. My parents came over from Hong Kong before I was born.

Peter: Oh, that's cool. Actually, uh, I was thinking of taking Chinese this term. Maybe you could help me.

Bruce: Well, my Chinese really isn't very good ...

Jack: Uh, listen, Peter. We're really hungry. Do you want to get something to eat with us?

Peter: Sorry, I can't. I have to go meet my new classmates.

Jack: Oh, OK. Well, stop by sometime. I'm up in 212.

Peter: Hey, I'm on the same floor. I'm in 220.

Jack: No kidding...

Peter: Well, nice meeting you, Bruce. I'm sure I'll see you soon.

Bruce and Jack: See you later.

Now read the conversation with two other classmates. Practice stressing words correctly.

Reductions

In spoken English, important words are usually stressed. Other words are not stressed; they are often *reduced* or *shortened*. These kinds of words are often reduced: prepositions, articles, pronouns, forms of the verb *to be*, and the words *and*, *or*, and *but*.

Unreduced Pronunciation

Do you want to . . .

How are you doing?

Nice to meet you.

Reduced Pronunciation*

D'ya wanna . . .

How're ya doing?

Niceta meetcha.

Speakers usually use unreduced pronunciation in formal speech and reduced pronunciation in informal speech.

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

Unreduced Pronunciation

1. Hi! How are you doing?
2. Do you want to get something to eat with us?
3. I have to meet my new classmates.
4. I'll see you soon.

Reduced Pronunciation*

- Hi! How're ya doing?
- D'ya wanna get something to eat with us?
- I hafta meet my new classmates.
- I'll see ya soon.





7 Listening for Reductions Listen to the following sentences. You'll hear the reduced pronunciations of some words. Repeat each sentence during the pause. Then write the unreduced forms of the missing words in the blanks.

1. How are you feeling?
2. See you in an hour.
3. Jack, do you want to
eat at the cafeteria?
4. When do you have to meet?

With a partner, read the sentences. Practice reduced pronunciation.

After You Listen



8 Reviewing Vocabulary Work in pairs: Student A should look at page 200. Student B should look at page 204.

Pronunciation

THE -S ENDING

The -s at the end of verbs, plural nouns, and possessive nouns can be pronounced differently, depending on the end of the word.

/ɪz/ after -ch, -sh, -s, -x, and -z endings.

Examples

teaches, boxes, buses, brushes

/s/ after voiceless -k, -f, -p, or -t endings.

Examples

drinks, stops, hits, puts

/z/ after voiced endings.

Examples

carries, brings, father's, rides



9 Distinguishing Among -s Endings Listen and write the words. Then check the sound you hear. The first one is done as an example.

	/ɪz/	/s/	/z/
1. <u>plays</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. <u>misses</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <u>hopes</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. <u>stops</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <u>drives</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. <u>phones</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. <u>washes</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <u>summarizes</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <u>mothers</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. <u>puts</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



10 Pronouncing -s Endings Work with a partner. Ask each other the following questions and answer them in complete sentences. Pay attention to the pronunciation of the -s endings.

- Where does your teacher work?
- What does he or she teach?
- How much homework does your teacher give you?
- When does your class begin?
- When does your class end?
- How many books does a college student usually buy each term?
- How long does it take for you to get to school?
- What kind of things do you bring to school every day?
- How many subjects did you study in high school?
- What does a student do if he or she wants to ask a question in class?



Using Language Functions

INTRODUCING YOURSELF AND OTHERS

Read this part of the conversation between Peter, Jack, and Bruce. Notice the words Jack uses to introduce Bruce.

Jack: Peter, this is my friend, Bruce Lee.

Peter: Hi, Bruce.

Bruce: Nice to meet you.

The following expressions are often used when English speakers introduce themselves or others.

Functions	Expressions		
	Speaker A	Speaker B	Speaker C
Introducing Others	Sharon, this is my friend, Kim.	Hi, Kim.	Nice to meet you.
	Linda, I'd like you to meet my classmate, Evan.	Good to meet you, Evan.	You, too.
	Mom, I'd like to introduce you to my teacher, Mr. Saunders.	Pleasure to meet you.	Same here.
Introducing Yourself	Hi, I'm Judy. I'm your neighbor in 206.	Nice to meet you.	
	My name is Denise.	Hi, Denise. I'm Ricardo.	



11 Making Introductions Practice introducing classmates to each other.

1. Sit in a circle if possible.
2. Write your first name on a card and put the card on your desk for everyone to see.
3. Ask a student next to you three or four questions like these:
 - Where are you from?
 - What do you do?
 - Do you work?
 - Do you have a hobby?
4. Now introduce your partner to several other students in the class.

Example Jose, this is Noriko. Noriko, this is Jose. Jose is from Mexico. He's a full-time student. He enjoys sports and reading.

Culture Note

In informal introductions, English speakers use first names. In formal situations, they use titles such as Mr., Mrs., or Ms.

When introducing someone, don't just say his or her name. It's polite to give some information to help begin a conversation. (This is my friend, cousin, instructor.)

When meeting someone for the first time, it isn't polite to ask personal questions about money, age, or religion.

5. Put away your name cards. Walk around the room and see how many names you can remember. If you can't remember someone's name, use expressions like these:

- Excuse me, what was your name again?
- I'm sorry, can you tell me your name again?
- I'm sorry, I didn't catch your name.
- You're Paul, right?



12 Role-Play: A First Meeting Joe and Peter are students at the same college. They meet for the first time at the student cafeteria when their trays collide. What do they say? How do they feel? Will they meet again? Prepare a conversation with a partner. Memorize your lines and put on a skit for the class.

