

COMMUNICATION BUILDER <Revised Edition>

Practical English
for
Beginners and Intermediate Students

by
NOBORU S. YOSHITOMI

COMMUNICATION BUILDER

Practical English for Beginners and Intermediate Students
Revised Edition

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Preface

“I wish I could speak English fluently...” All Japanese students, regardless of major, always hope so. When the academic year starts in April, they try to challenge new English courses again.

Communication Builder is an English textbook to live up to their expectations. It is programed based on my teaching system called “Dyadic System” for the whole class to speak English and to improve their English ability through intensive pair-work activities. Each unit consists of two learning parts: a lecture part and a pair-work one. Section 1 of the lecture part provides students with the opportunity to learn words and phrases as the factors of the unit theme. Sections 2 to 4 provide three levels of pair-work activities based on the factors in Section 1. All the pair-work activities are systematically set up to move from a lower skill level in the dialogue reading to a higher level to improve students’ conversational ability effectively as they progress through the whole eleven units. Students acquire a speaking confidence gradually by repeating the same dialogue with many different partners and by changing partners for the pair-work activities. Students can reconfirm their English ability in the Review page at the end of each unit and challenge writing skills.

Although the class size is always an important issue for any conversation courses at school, it is not a big deal if the class activities are set for the whole class speaking. Changing partners for the pair work gives students a chance to talk with more different partners. (If the class size is small, the chance of meeting different partners is low.)

Teachers usually need to prepare lectures, class activities and class devices, and to set up the class hour for all of their classes. Reading the Glossary, students can prepare classes and be ready for the pair-work activities. Students not only improve their English ability in that way, but teachers can easily handle classes with less time and effort. *Communication Builder* helps both teachers and students learn English effectively and enjoy the classes. I sincerely hope this textbook will lead your classes to become dynamic ones.

June 16, 2008
Noboru S. Yoshitomi

How to Use Communication Builder and Teaching Method

1. How to Use Communication Builder

A. Communication Builder:

- consists of eleven units based on functions. (Description of People, Advising, etc.)
- uses Dyadic System of lecture and pair-work activities in the latest topics.
- provides step-by-step substantial programs in pair-work activities.
- presents useful phrases for traveling abroad and home stay programs in foreign countries.
- provides flexible programs:
 - a. 12-class semester program: **SECTION 1** for homework assignment
 SECTIONS 2-4 for class hour: lecture and pair-work activities
 - b. 24-class year program: **SECTION 1** for class hour: lecture
 SECTIONS 2-4 for class hour: pair-work activities
 REVIEW for homework assignment

B. Unit Structure of Communication Builder:

LECTURE / SELF-LEARNING

SECTION 1: Essential factors of unit function.

TAKE NOTES: Page for taking lecture notes or student's class preparation.

PAIR-WORK ACTIVITIES

SECTION 2: Dialogues for pair-work activities, mainly reading at this stage.

SECTION 3: Model Dialogue and Dialogue Frame for pair-work activities, mainly exchanging ideas.

SECTION 4: Pair-work activities for applying many kinds of information.

HOMEWORK or SELF-LEARNING




REVIEW: Writing skills for reconfirming student's English ability or a home-work assignment.

GLOSSARY: Explanations of words, phrases, sentences and grammar for self-study and class preparation.

I) SECTION 1, II) TAKE NOTES

Unit 7 Giving Advice

Section 1. Learn COMMUNICATION BUILDER for Giving Advice.

  "I got 57 points on the last math test."
 "You'd better work a little harder."

COMMUNICATION BUILDER:

CB1. Starter Phrases for Giving Advice:

A. You have already learned these phrases before:

1. **You'd better** take a vacation.
2. **If I were you, I would** take a vacation.
3. **I think you should** take a vacation.
4. **How about** taking a vacation?

B. Learn these:




5. **It might be a good idea to** take a vacation.
6. **The only solution is to** take a vacation.
7. **I would suggest that you** take a vacation.

CB2. Sample situations for the Starters of CB1:

- missed a class
- forgot to hand in a report
- got a bad score on the test
- has a bad cold
- has a broken heart
- can't quit smoking
- has gained weight

EX. Situation: missed a class.

A: I missed sociology class again today.
B: The only solution is to meet the professor and apologize.

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 **Take Notes**

 Important

 Very important

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SECTION 1

The head dialogue shows the minimum basic lines for the pair-work activities of the the unit function. And CB1~CB3 of Communication Builder in this section provide the factors of the unit function: the practical questions and answers, words and phrases needed for the pair-work activities in SECTIONS 2-4.

TAKE NOTES


Students can take lecture notes on the TAKE NOTES page while they are working on SECTION 1. They can also use this page for their class preparation.

III) SECTION 2, IV) SECTION 3

Section 2. Read **DIALOGUES A** and **B** first, and practice **DIALOGUE C** with your partner.


DIALOGUE A

A: Hi! How's it going?
 B: Well, I've got a problem. *I forgot to hand in our homework assignment.*
 A: That's too bad. **I think you should** talk to your teacher and explain what happened.
 B: Yeah, I think so.




DIALOGUE B

A: Enjoy smoking?
 B: Actually, *I want to quit.* Have you got any idea to help me out?
 A: **If I were you, I would** see the doctor.
 B: Well, I don't like going to the doctor. Isn't there any other way?



DIALOGUE C

A: How have you been?
 B: Well, I saw a pretty girl (handsome guy) at John's party last night. *I want to make friends with her/him.*
 A: _____
 B: That's a good idea. Thanks.



Challenge

Now read the example below and practice each with your partner.
 A tells his/her problem. B gives advice. Use the starters in CB1.

EX: A: _____
 B: *If I were you, I would _____*

1. I forgot to bring my textbook.
2. I want to find some information about Mother's Day gifts.
3. I really don't understand Biology.
4. I tend to get very nervous when I meet a stranger.
5. I want to buy a good English dictionary.

Unit 7 Giving Advice

Section 3. Read the situation and practice the **MODEL DIALOGUE** with your partner.

Situation: *You are gaining weight. Ask your friend how you can slim down.*

MODEL DIALOGUE

A: Hi! How's it going?
 B: Well, I've got a problem. *I'm gaining weight.*
 Have you got any good idea to help me out?
 A: Well, **I'd suggest that you** exercise a little bit.
 B: Yeah, I did it, but it didn't work. Is there anything else you can suggest?
 A: Well, **it might be a good idea** to eat only Tofu for a while.

Read the situation first and practice the **DIALOGUE FRAME** with your partner. Then change roles.

Situation: *You have a section meeting in your company tomorrow, but your fiance's parents will visit you at the same time.*

DIALOGUE FRAME

A: Hi! How's it going?
 B: Well, I've got a problem. _____
 Have you got a good idea to help me out?
 A: Uh, _____
 B: Yeah, I did it, but it didn't work. Is there anything else you can suggest?
 A: Well, _____

SECTION 2

Basic Dialogues

a. DIALOGUES A and B

Students in pairs read these dialogues and learn how to use the factors of SECTION 1.

b. DIALOGUE C

This dialogue has a few blanks in it. Students think and talk with their partners using the dialogue with the blanks.

Note: Students are not allowed to write anything in the blanks of the dialogue.

c. CHALLENGE

This is another basic communication practice for students working on the factors.

SECTION 3

Conditional Dialogues

This section provides both the Model Dialogue for reading in pairs and the Dialogue Frame for thinking and practicing in situations. This activity requires more words than that of SECTION 2.

V) SECTION 4, VI) REVIEW

Section 4. Write at least 3 of your problems on the cards. And ask your partner to get some advice for each problem. Use the **DIALOGUE FRAME** of Section 3.

NOTE: This is just a game for your communication skills: the problems don't have to be serious ones.

Sample
I have a hard time getting up early in the morning.

Problem 1

Problem 2

Problem 3

Problem 4

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Unit 7 Giving Advice

REVIEW of Unit 7 Giving Advice

Think back to what you have learned in this Unit. Then do the following:

1. Read the sentence below. Rewrite the underlined starter as in the EX.
If I were you, I would read the textbook again before the test.
EX: The only solution is to read the textbook again before the test.
1) _____ read the textbook again before the test.
2) _____ read the textbook again before the test.
3) _____ read the textbook again before the test.
2. Write a suggestion for each of the following problems. Try to use a different starter for each.
 1. "I have a job interview next week."

 2. "I've got a bad cold."

 3. "I can't sleep well."

 4. "My son tends to skip the first class every day."

 5. "My friend took me wrong." (take me wrong = misunderstand)

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SECTION 4

Productive Dialogues

- This section presents various kinds of designed information. EX: Yellow Pages, Help Wanted ads, etc.
- Students in pairs work on it with the minimum dialogue frames or open questions.

REVIEW

- Students can reconfirm what they have learned in the unit.
- Students can challenge writing skills here.
- Teachers can use the Review for a homework assignment.

GLOSSARY

- The Glossary at the end of the textbook explains difficult words, phrases, and grammar of each unit.
- The Glossary helps students prepare classes without a dictionary.

2. Four Language Skills with COMMUNICATION BUILDER

A. Speaking and Listening

Dynamic class activities of the student-centered and pair-work-based approach.

1. Students learn only the factors listed in the first section for pair-work activities.
2. Students in pairs read and exchange ideas using the designed information for the activities.

B. Writing

The Review page provides basic and intermediate questions for writing skills.

Students can easily challenge writing skills here because of the questions related to the factors and activities.

C. Reading

Reading the Glossary for class preparation and self-study improves student's English ability.

Reading all the sections before class helps students understand the function and enjoy pair-work activities.

3. Solving Problems of Teaching Method and Class Management with COMMUNICATION BUILDER

A. How to solve the boring language class:

1. Communication Builder uses the latest topics that attract students.
2. Changing partners motivates students to improve their English ability more.
3. The unfolded pair-work activities arouse students' challenge spirits: they are interested in the pair-work activities and with whom they will talk next in pairs.

B. How to cope with the level difference of students' English ability.

1. Students can prepare for the class with only one page, SECTION 1, in a short time for all the class activities. And the Glossary helps them easily understand SECTION 1.
2. Pair-work activities by changing partners motivate students to narrow the level of difference of their English ability.
3. Students can go back to SECTION 1 at any time and learn the factors again for the pair-work activities.
4. While students are working on the pair work, the teacher walks around the room and helps students who still don't understand the activities.

C. How to cope with a student who misses his/her partner:

The teacher should pair himself with the student missing his/her partner once. And after that, the teacher puts him/her in the adjacent pair, and walks around the room to monitor all the pairs.

D. Teacher's tasks:

1. Teach SECTION 1 of each unit.
2. Have students work in pairs.
 - a. Explain what to do before practicing.

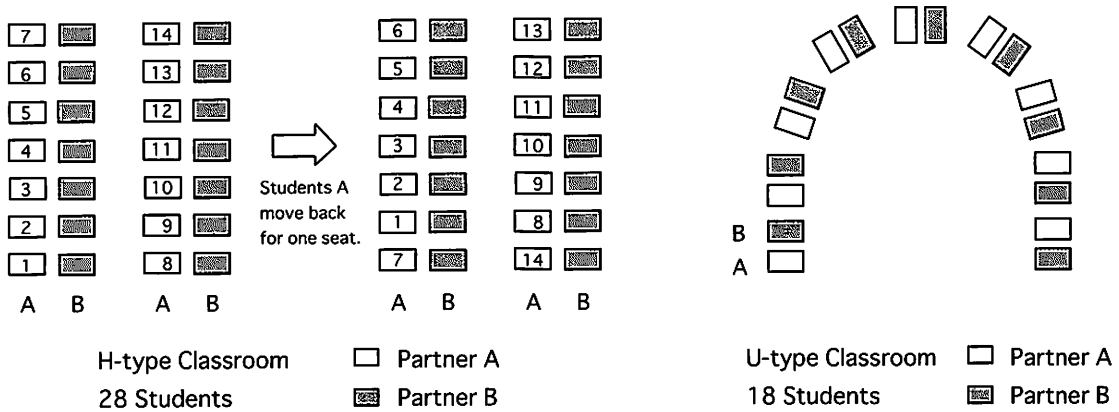
- b. Measure pair work time.
- c. Walk around the class to monitor each pair.
- d. Give help where needed.

- 3. Evaluate their-pair work activities if it is necessary.
- 4. Have them work on Review after pair-work activities.

E. Even though the partner does not understand the textbook enough, the pair work activities are still meaningful for the pair:

Some students do not pay attention to the factors in SECTION 1, but once they start the pair work and talk with different partners a few times, they gradually feel how much CB1, CB2 and CB3 are valuable for them. And a few classes later, they can work on schedule.

4. How to Have Students in Pairs:



- 1) Organize the classroom in either H-type or U-type of Diagram 4 for pair-work activities.
- 2) Each student identifies himself as Person A or Person B in pairs.
- 3) Either students A or B often move for changing partners in the designed time (3-10 minutes): they are with different partners in pairs after each partner change in this way.

はしがき

「英会話が出来たら…」と望むのはどの分野の学生も同じである。4月、学年が変わり誰もが胸を膨らませ新しい英会話の授業に臨む。

Communication Builder は、そんな学生の期待に応えるテキストである。

本書は、著者によるダイアディック・システム教授法をベースとして書かれ、ペア・レッスンが出来ることを最大の目的としている。

各UnitのSECTION 1は講義部分であり、テーマに必要な単語や表現をここで集中的に学ぶ。そして、SECTION 2以降は、それらをベースにした会話演習とWritingである。演習は読み合わせだけの簡単なものから、徐々にレベルを上げて力を伸ばせるようになっている。

全11Unitを通して、同じ方法でペア・レッスンでの会話演習が可能である。同じ方法でも、テーマや相手がどんどん替わるため、飽きることなく演習が出来、繰り返すことによって自信が生まれる。英会話の授業はクラスサイズが問題にされがちであるが、「クラス全員が話すためには…」という視点からペア・ワークを考えればクラスサイズは問題にはならない。ペアを組み、パートナーを取り替え、また取り替え、たくさんのパートナーと話すためには人数が多い方が良いことになるからである。(人数が少ないと同じ生徒とばかりペアを組むことになる。)

また、巻末のGLOSSARYを使えば、最小の労力と時間で最大の効果を上げることが出来るので、是非利用していただきたい。

「クラス全員が話す」授業をするためには、必要な時間の割り当て、話すための準備、そして仕掛けが必要である。その準備と仕掛けを容易にするものが*Communication Builder*である。本書を1つのキッカケとして活気溢れる英語の授業が展開されることを願ってやまない。

2008年初夏
著者

COMMUNICATION BUILDER の使い方と教授法

1. COMMUNICATION BUILDER の特徴

各ユニットのテーマは目的別（人物表現、アドバイス、… etc.）になっている。

- 内容は現代にマッチしていて自然な表現を使用している。
- 海外旅行、ホームステイに対応可能な内容。
- ペア・ワークのための二層構造（講義部分＋演習部分）。
- 段階を追った充実した演習内容。
- セメスター 1 2 回、通年 2 4 回、いずれにも対応。

I) SECTION 1, II) TAKE NOTES

Unit 7 Giving Advice

Section 1. Learn COMMUNICATION BUILDER for Giving Advice.

"I got 57 points on the last math test."
"You'd better work a little harder."

COMMUNICATION BUILDER:

CB1. Starter Phrases for Giving Advice:

A. You have already learned these phrases before:

1. You'd better take a vacation.
2. If I were you, I would take a vacation.
3. I think you should take a vacation.
4. How about taking a vacation?

B. Learn these:

5. It might be a good idea to take a vacation.
6. The only solution is to take a vacation.
7. I would suggest that you take a vacation.

CB2. Sample situations for the Starters of CB1:

- missed a class
- has a broken heart
- forgot to hand in a report
- can't quit smoking
- got a bad score on the test
- has gained weight
- has a bad cold

EX. Situation: missed a class.

A: I missed sociology class again today.
B: The only solution is to meet the professor and apologize.

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Take Notes

Important

Very important

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SECTION 1

Unit で使われる最低限の会話が見出しにある。また、そのテーマに必要なファクター（質問や答え、単語など）が用意されている。

TAKE NOTES


講義中に学生が大事な点をメモするページである。また、学生が予習をした内容を書いてもよい。

III) SECTION 2, IV) SECTION 3

Section 2. Read **DIALOGUES A** and **B** first, and practice **DIALOGUE C** with your partner.


DIALOGUE A

A: Hi! How's it going?
 B: Well, I've got a problem. *I forgot to hand in our home-work assignment.*
 A: That's too bad. **I think you should** talk to your teacher and explain what happened.
 B: Yeah, I think so.




DIALOGUE B

A: Enjoy smoking?
 B: Actually, *I want to quit.* Have you got any idea to help me out?
 A: **If I were you, I would** see the doctor.
 B: Well, I don't like going to the doctor. Isn't there any other way?



DIALOGUE C

A: How have you been?
 B: Well, I saw a pretty girl (handsome guy) at John's party last night. *I want to make friends with her/him.*
 A: _____
 B: That's a good idea. Thanks.



Challenge

Now read the example below and practice each with your partner.
 A tells his/her problem. B gives advice. Use the starters in CB1.

EX: A: _____
 B: *If I were you, I would* _____

1. I forgot to bring my textbook.
2. I want to find some information about Mother's Day gifts.
3. I really don't understand Biology.
4. I tend to get very nervous when I meet a stranger.
5. I want to buy a good English dictionary.

Unit 7 Giving Advice

Section 3. Read the situation and practice the **MODEL DIALOGUE** with your partner.

Situation: *You are gaining weight. Ask your friend how you can slim down.*

MODEL DIALOGUE

A: Hi! How's it going?
 B: Well, I've got a problem. *I'm gaining weight.*
 Have you got any good idea to help me out?
 A: Well, **I'd suggest that you** exercise a little bit.
 B: Yeah, I did it, but it didn't work. Is there anything else you can suggest?/
 A: Well, **it might be a good idea** to eat only Tofu for a while.

Read the situation first and practice the **DIALOGUE FRAME** with your partner. Then change roles.

Situation: *You have a section meeting in your company tomorrow, but your fiancée's parents will visit you at the same time.*

DIALOGUE FRAME

A: Hi! How's it going?
 B: Well, I've got a problem. _____
 Have you got a good idea to help me out?
 A: Uh, _____
 B: Yeah, I did it, but it didn't work. Is there anything else you can suggest?/
 A: Well, _____

SECTION 2

Basic Dialogues

a. DIALOGUES A and B

読み合わせをする練習。SECTION 1 のファクターを活用。

b. DIALOGUE C

空白部分を考え一歩進んだ会話演習を行う。ただし、空白部分はこの段階では少ない。

注意：1. 空白の部分にはいっさい書き込まないこと。

：2. 最初から上手に出来なくても繰り返すうちに慣れていけば良い。

c. CHALLENGE

ファクターを活用したゲーム形式の初歩的会話演習。楽しみながら行いたい。

SECTION 3

Conditional Dialogues

SECTION 2 の応用で、会話演習の空白部分は少し増える。同じフレームワークの会話であっても、パートナーを取り替えることで様々な展開が期待出来る。

V) SECTION 4, VI) REVIEW

Section 4. Write at least 3 of your problems on the cards. And ask your partner to get some advice for each problem. Use the **DIALOGUE FRAME** of Section 3.

NOTE: This is just a game for your communication skills: the problems don't have to be serious ones.

Sample
I have a hard time getting up early in the morning.

Problem 1

Problem 2

Problem 3

Problem 4

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Unit 7 Giving Advice

REVIEW of Unit 7 Giving Advice

Think back to what you have learned in this Unit. Then do the following:

1. Read the sentence below. Rewrite the underlined starter as in the EX.
If I were you, I would read the textbook again before the test.
EX: The only solution is to read the textbook again before the test.
1) read the textbook again before the test.
2) read the textbook again before the test.
3) read the textbook again before the test.
2. Write a suggestion for each of the following problems. Try to use a different starter for each.
 1. "I have a job interview next week."
.....
 2. "I've got a bad cold."
.....
 3. "I can't sleep well."
.....
 4. "My son tends to skip the first class every day."
.....
 5. "My friend took me wrong." (take me wrong = misunderstand)

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SECTION 4

Productive Dialogues

- 中級あるいはそれ以上のプログラム。
- 質問や会話に使う情報は各 Unit により異なり決まっていない。
- SECTION 3 の練習後なら学生はこの SECTION を楽しむことができる。

REVIEW

- SECTION 1 ~ 4 で学んだ内容を再確認。
- 2、3 のより高度な質問があるので学生はチャレンジ出来る。
- このページをホームワークとして使うのも良い。

GLOSSARY (巻末)

各ユニットで使用された単語、フレーズ、文法などの説明がある。ここを読むだけで辞書なしで完璧な予習が出来る

2. COMMUNICATION BUILDER を用いた教授法とクラス運営

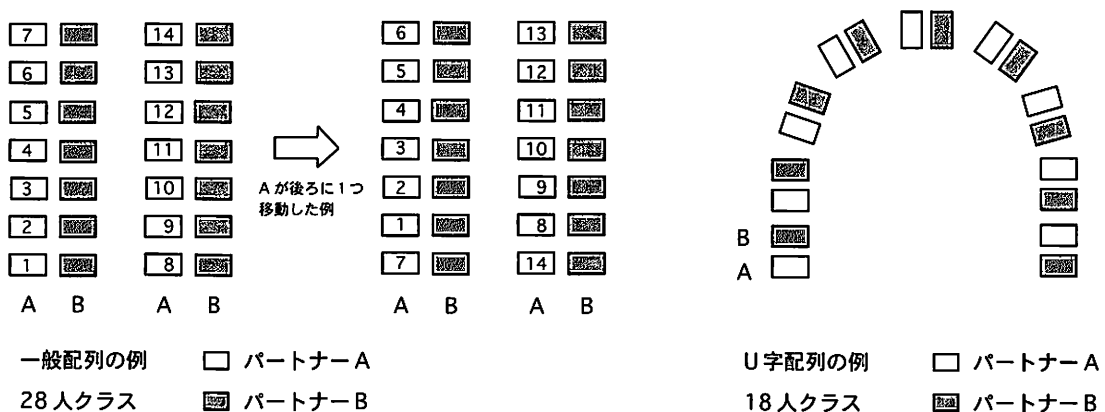
- A. 一方的な授業から学生全員参加の活気溢れる授業へ。
- B. ペア・ワークによりクラス全員の会話が可能になる。
- C. 学生の能力の格差を克服できる。

- 1) 講義部分で学んだことが演習ですぐに役立つようテキストが構成されている。
- 2) パートナーを何度か替えて同じ Dialogue をすることにより会話能力が向上する。
- 3) 予習、復習を容易にするための巻末 GLOSSARY の利用。

3. 教授法とクラス運営の問題点の解決策（クラス全員が会話に参加でき演習を行うために）

- A. 退屈な授業を解決出来るか。
 - 1) 現代にマッチした等身大の内容で、学生の興味を引きつける。
 - 2) 各 Unit のテーマは明確であり、演習の展開はチャレンジ精神をかき立てる。
- B. 学生の能力の格差をどう克服するか。
 - 1) 講義部分は、1 ページでそのテーマに必要なことが網羅されている。ここに記載されたことがらをそのまま使うだけでも会話は出来るようになる。
 - 2) この1 ページを教官・学生ともに丁寧に押さえたい。また、このページの予習、GLOSSARY の利用を学生に勧めていただきたい。
 - 3) 同じ項目をパートナーのチェンジで何度も行うため、みんなが次第に出来るようになる。
- C. 学生数が奇数である（1 人はパートナーがいなくなる）場合、残った1 人はどうするか。
1 回目は教官がその相手をする。（教官はクラスを回ってみるので、2 回目以降はその生徒は隣のペアと3 人で行う。）
- D. 教官のタスクは？
 - 1) 各ユニットのページ1 SECTION 1 を講義する。
 - 2) 演習時は時間を計る。そして、教室を回り各ペアの様子を見る。学生から質問を受ける。
 - 3) 各ペアの様子を見ながら評価（プラス点マイナス点）をつけても良い。
- E. テキストが理解できない学生がパートナーの場合でもその会話は無駄にはならない。
最初はテキスト通りに読むだけであり、ブランクも少しずつ増やしている。最初上手いかわなくても2 回目、3 回目でその会話が出来るとなれば良い。

4. 学生の座り方



- A. 誰と話すか、何を話すかによって学生は興味を増す。
- B. ペアを組み合わせやすくするよう、上図のように学生を座らせる。
- C. 上図は1 回目のペアの図。各々の学生は自分が A か B かを理解する。
- D. 1 回目の会話の時間（3 分～10 分）を設定する。時間が来たら、B の学生だけを起立させ、1 つ後ろの B の席に移動する。その結果、全ペアのパートナーが替わる。

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Unit 1 Icebreaking

Section 1. Learn COMMUNICATION BUILDER for Icebreaking.



“Hi, I’m Bob. Nice to meet you.”



“Hi, I’m Jane. Nice to meet you, too.”



COMMUNICATION BUILDER:

CB1. Questions:

- Where do you come from?
- What do you do?
- Where do you live?
- What’s your hobby?
- What’s your dream?
- How do you spend your weekends?

CB2. Sample Answers for CB1:

- (I come) from Washington, D.C.
- I work for a computer company.
- I live in Shinjuku.
- Playing baseball.
- I’d like to own a computer company.
- I usually play basketball with my friends.

CB3. Words for CB2:

HOBBIES

- Traveling
- Listening to music
- Reading
- Doing Karaoke
- Web designing
- Taking photos
- Cooking
- Net surfing
- Window shopping
- Playing the piano
- Playing soccer
- Skiing / skating / swimming
- Playing chess
- Snowboarding

JOB

- Musician
- Lawyer
- Architect
- Dancer
- Computer Programmer
- Doctor
- Electrician
- Flight attendant
- Dentist
- Gardener
- Care worker
- Actor / Actress
- Researcher
- Project planner

DREAMS

- become a musician
- live in a gorgeous house
- live in Hawaii
- own a fancy bakery
- have a big family
- run a hotel
- make a lot of money
- run a swimming school
- teach poor kids
- own a plane
- help aged people
- form a soccer team
- become CEO of a corporation
- own a Benz



Take Notes



Important



Very important



Section 2. Read **DIALOGUES A** and **B** first, and practice **DIALOGUE C** with your partner.



DIALOGUE A (At School)

Jerry : Hi, I'm Jerry. **Nice to meet you.**

Nancy : Hi, I'm Nancy. **Nice to meet you, too.**

Jerry : How do you like your English class so far?

Nancy : I really enjoy it. The teacher is very good.
What subject do you like best so far?

Jerry : I like Music 101 because Mr. Johnson teaches us a lot
of popular songs.



DIALOGUE B (At a Party)

Ted : Hi, I'm Ted. **Nice to meet you.**

Pat : Hi, I'm Pat. **Pleased to meet you.**

Ted : I like this kind of party. I can walk around and talk to
all kinds of people. **What do you do, Pat?**

Pat : I'm a *lawyer*. I help a lot of poor people.

Ted : Sounds good. I work at a real estate office.
Maybe you can help me someday.



DIALOGUE C (In the School Dining Hall)

A : _____

B : _____

A : _____

B : _____

A : _____

B : _____

A : _____



Challenge

Now stand up and meet at least three classmates to practice introducing each other. (The whole class stands up.)

Section 3. Read the **MODEL DIALOGUE** first and practice **ICEBREAKING** in the **DIALOGUE FRAME** with your partner.



MODEL DIALOGUE

A: Hi! My name is *Jim Satoh*. **Nice to meet you.**

B: Hi! I'm *Kathy Clement*. **Nice to meet you, too.**

A: I'm from *Osaka*. **Where do you come from?**

B: *Chicago*.

A: That's a big city! By the way, **what's your hobby**, Kathy?

B: Well, *my hobby is playing golf*. I want to *be a pro golfer* someday.

A: *Wow! You must be pretty good*. **How do you spend your weekends?**

B: I usually *read and take my dog for a walk*.

A: Sounds nice.

B: Now, tell me about your hobby, Jim.

A: *Snowboarding*. *I just started last month*.

B: *I tried once when I was small*. *It's fun*.

A: Well, why don't you come to my place this weekend?
I can help you with Japanese.

B: Thanks. Maybe I'll visit you on Sunday.

DIALOGUE FRAME

A: Hi! My name is _____. **Nice to meet you.**

B: Hi! I'm _____. **Nice to meet you, too.**

A: I'm from _____. **Where do you come from?**

B: _____

A: _____. By the way, **what's your hobby?**

B: Well, my hobby is _____

I want to _____ someday.

A: _____. **How do you spend your weekends?**

B: I usually _____

A: Sounds nice.

B: Now, tell me about your hobby.

A: _____

B: _____

A: Well, why don't you come to my place this weekend?

B: Thanks. What time?

Section 4. Choose a card from #1 – #8 below, and introduce yourself using the information on your card and the **Dialogue Starter**.

Dialogue Starter (At a Party):

A: you
B: your partner

A: Hi, I'm _____. Nice to meet you.

B: Hi, I'm _____. Nice to meet you, too

A:

B:

.

Barbara Jones #1

Ski Instructor
Snowfall Indoor School

Hobby:	Office:
Mountain climbing	1-2-5 Helsinki, Finland
Woodcarving	Phone: 080-122237
Playing baseball	

Stella Davis #2

Architect
Channel Building Co.

Hobby:	Office:
Reading novels	417 Louvre, Paris
Dancing	Phone: 227-20-16

Cathy Robertson #3

Lawyer
Peace Law Office

Hobby:	Office:
Quilt working	31-815 Memphis, TN
Dancing	Phone: 922-4711

Austin William #4

Dancer
Paramount Dance Co.

Hobby:	Office:
Sailing	1-2-5 Manhattan, NY
Fishing	Phone: 807-0047

Susan Brown #5

Care Worker
Tokyo Clinical Office

Hobby:	Office:
Playing chess	3-5 Itoh, Meguro, Tokyo
Woodcarving	Phone: 5322-6681
Listening to music	

Judy Miller #6

Electrician
Osaka Electronics Co.

Hobby:	Office:
Traveling	1057 Shinsaibashi, Osaka
Playing soccer	Phone: 723-6301

Matthew Taylor #7

Editor
ABC News Agency

Hobby:	Office:
Playing the guitar	5th St. New York, NY
Playing chess	Phone: 800-7361

Robert Smith #8

Gardener
Evergreen Co. Ltd

Hobby:	Office:
Writing poetry	117 Los Angels, CA
Playing the piano	Phone: 911-0855

REVIEW of Unit 1 Icebreaking

Think back to what you have learned in this Unit. Then do the following:

1. Write 10 jobs.

_____, _____, _____, _____, _____
 _____, _____, _____, _____, _____

2. Write 10 hobbies.

_____, _____, _____, _____, _____
 _____, _____, _____, _____, _____

3. Once again, think about your life dreams and list them below.

_____, _____, _____

4. Choose one of your dreams and write a sentence or two telling what you have to do to reach that dream.

Hints: what you'll need to study / where you'll need to go / whom you'll need to meet / what you'll need to do every day

5. Write a short introduction of yourself. Follow the example.

Example

Hi, I'm Ichiro Tanaka, 19 years old, majoring in Information Technology at a university in Tokyo. My dream is to work for an IT company in the United States. My hobbies are playing tennis, reading comic books and traveling. I'm now looking for a girlfriend.

On your own

