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Crosstalk

Megan Webster & Libby Castañón

Book 1

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Communication tasks and games for students of
English at the elementary level

Student's Book 1

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Photographs by Lance Browne

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Introduction

To the teacher

Book One provides ideas and material for conversation practice at the elementary stage of language learning. Its principal aim is to bridge the gap between the language lesson and real world encounters in the target language through spontaneous use of language in natural or simulated situations. It is meant to be used as a regular supplement to the textbook when the student has learnt the structures needed for a given session. These structures are listed in the Teacher's Book to guide the teacher in his choice at different stages of the syllabus.

The amount of conversation which a student can sustain depends largely on the number of structures he has acquired. Thus a brief period of conversation may be anticipated in the first session, and a gradual lengthening of the conversation span as the student's linguistic resources increase. If conversation practice is instituted early and given regularly in the course, the student will gain an operational command of language at each level of learning which will gradually lead to fluency and accuracy.

The re-use of language items, which is the concern of every conscientious teacher, is implicit in conversation. Moreover, the satisfaction experienced by the student on being able to respond or voice his ideas in the target language, will increase his motivation to learn.

To the student

This book is meant for students who are anxious to speak the language in a natural way while they are learning it. It is designed for adolescent and adult beginners, and is particularly useful for those working towards examinations with an oral component such as the Cambridge First Certificate in English, as it demands constant use of the basic structures and provides practice of a wide range of everyday vocabulary and expressions.

Description of the course

The course comprises three books for the elementary, pre-intermediate, and intermediate levels respectively. There are twenty structured sessions in each book. The sessions have a stimulus to generate open class discussion and a transfer. The latter may take the form of small group discussion, role playing, problem solving or a game.

Each book has an accompanying cassette of dialogues and passages. The purpose of the tapes is twofold: to expose the student to a variety of language and voices, and provide a situation to stimulate conversation.

The Teacher's Book contains clear guidelines in methodology, a list of the essential structures, tapescripts, and examples of the kind of conversation which can be expected in each session. The Teacher's

Book, which covers all three of the students' books in the series, is an integral part of the course and will be particularly helpful for those teachers who know the value of conversation practice, but are apprehensive about 'letting their students go', so to speak, at the early stages of language learning.

Although the sessions are roughly structured to follow a standard basic language syllabus, the teacher need not of course work through the book, but can pick and choose according to the needs and interests of the class. He should also be ready to adapt the ideas in the book to meet the interests of his particular group. There is considerable variation of stimulus and transfer in order to attract and hold the student's attention. In addition, the course seeks to maintain a reasonable level of cultural and educational content.

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1 Hello!

A Open class discussion

- 1 Look at the photographs and listen to the conversation on the tape.
- 2 What are the people saying?



B Getting to know your classmates

Go around and meet the people in your class. Greet them, say who you are, ask their name, then introduce someone you know to them.

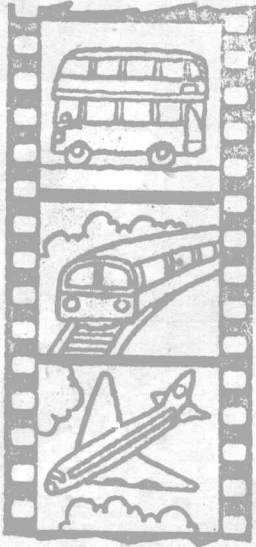


hi!
nice/pleased to
meet you
this is ...

2 What is it?

A Class game

Look at the pictures and the words beside them. Then listen to the sounds on the tape and guess what they are.



1

bus

train

plane

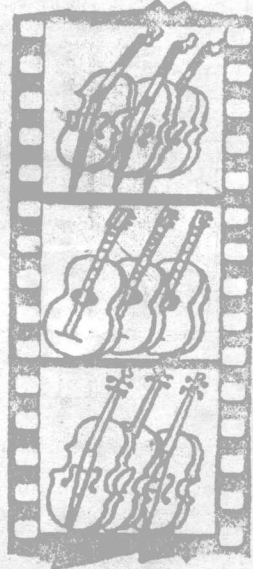


2

frogs

ducks

pigs

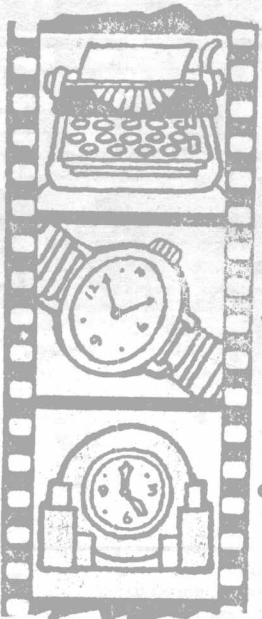


3

cellos

guitars

violins



4

typewriter

watch

clock



5

motorbike

road drill

motor-
boat



6

rain

wind

fire

B Group game

1 What are these photographs of?
Can you guess? The answers are
in the box. Find them and write
them under the photographs.
Then check your answers with the
rest of the class.

hat
toothbrush
shoes
lemon
chair
forks

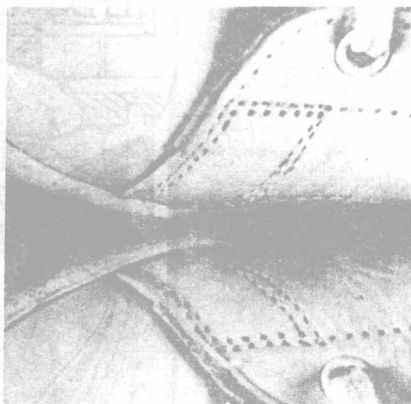
book
cars
telephone
bottle
bananas
football



1



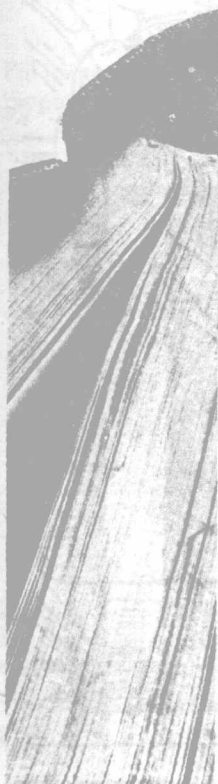
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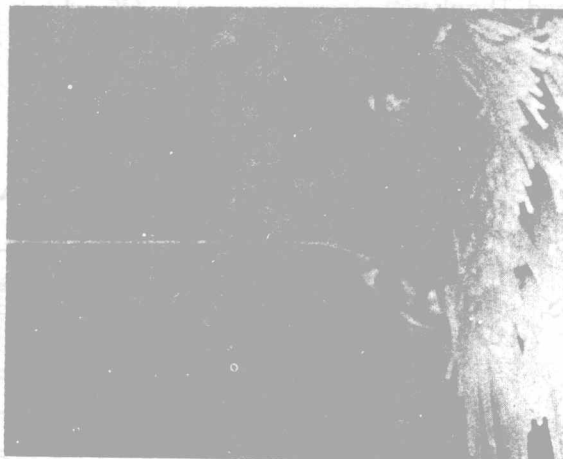
4



5



3



6

2 Choose a familiar object and
mime it to your group. The group
should guess and ask, 'Is it a ...'
or 'Is that a ...?'

I think
I know
I don't know
Let me see
perhaps
I'm sure

3 You're lucky!

A Open class discussion

1 Here is only half the conversation between the man in the lost property office and Mrs Dexter. What is the other half?

2 Now listen to the tape. Is your dialogue similar?

Hello, is that the lost property office?

Ah. Is my suitcase there?

My name's Nicole Dexter.

It's 6 Green Square, London W.2.

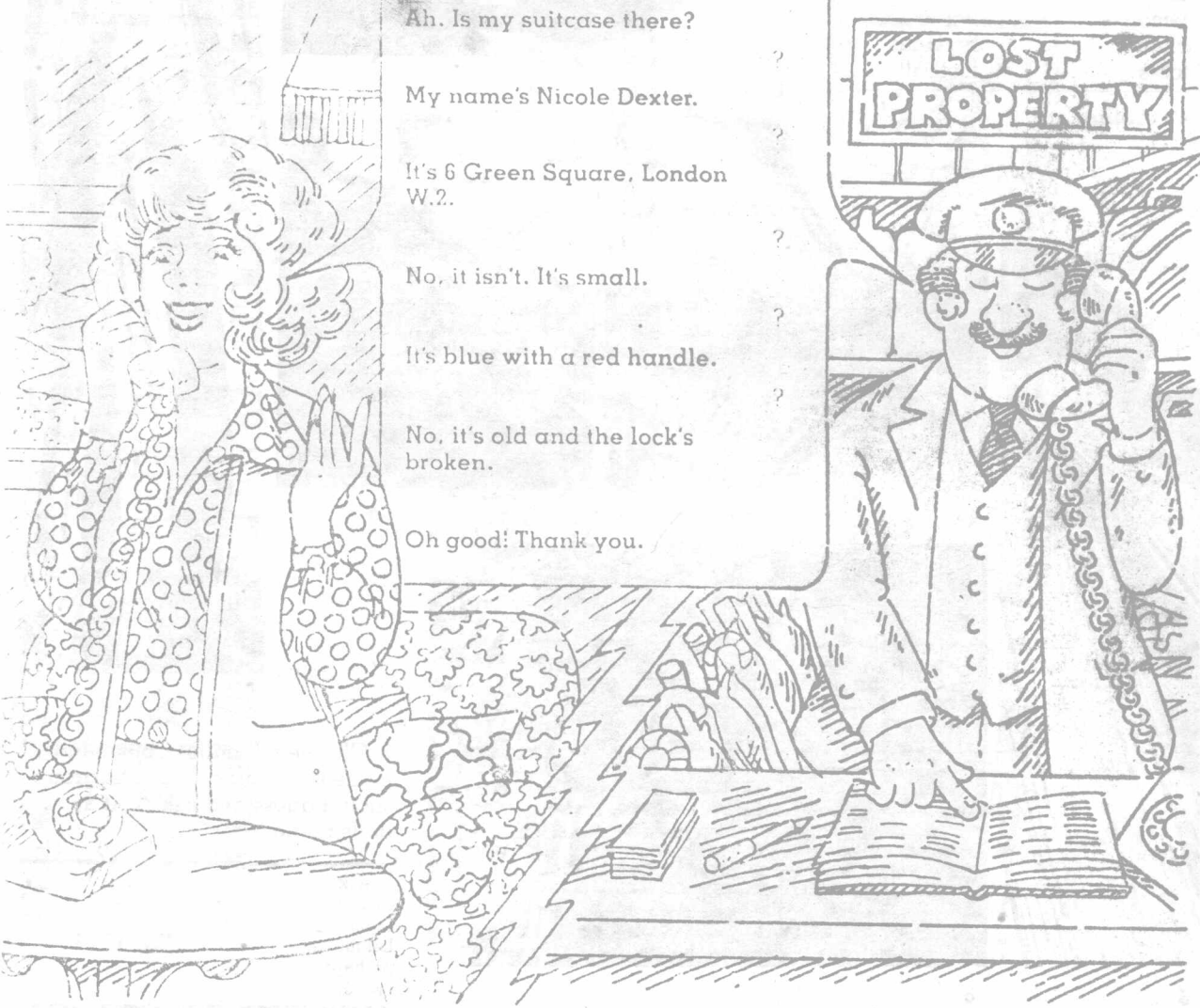
No, it isn't. It's small.

It's blue with a red handle.

No, it's old and the lock's broken.

Oh good! Thank you.

LOST
PROPERTY



B Role Playing

Roles: Man in Lost Property Office
and person enquiring about a lost
article.

1 This is the form for Mrs Dexter's
lost suitcase.

LOST PROPERTY FORM	
Name	Nicole Dexter
Address	6, Green Square LONDON W.2.
Article	Suitcase
Description	Small blue suitcase with a red. handle. Old. Lock broken.

Fill in this form for *your* lost
property.

LOST PROPERTY FORM	
Name	
Address	
Article	
Description	

2 Imagine you are at the Lost
Property Office. Act out the
conversation with the attendant
of the Lost Property Office.

3 Change roles.

heavy
light
round
rectangular
square
umbrella
wallet
radio

coat
satchel
Ah . . . Let me see.
Well
You're lucky.
It's here
I'm sorry
Oh dear!

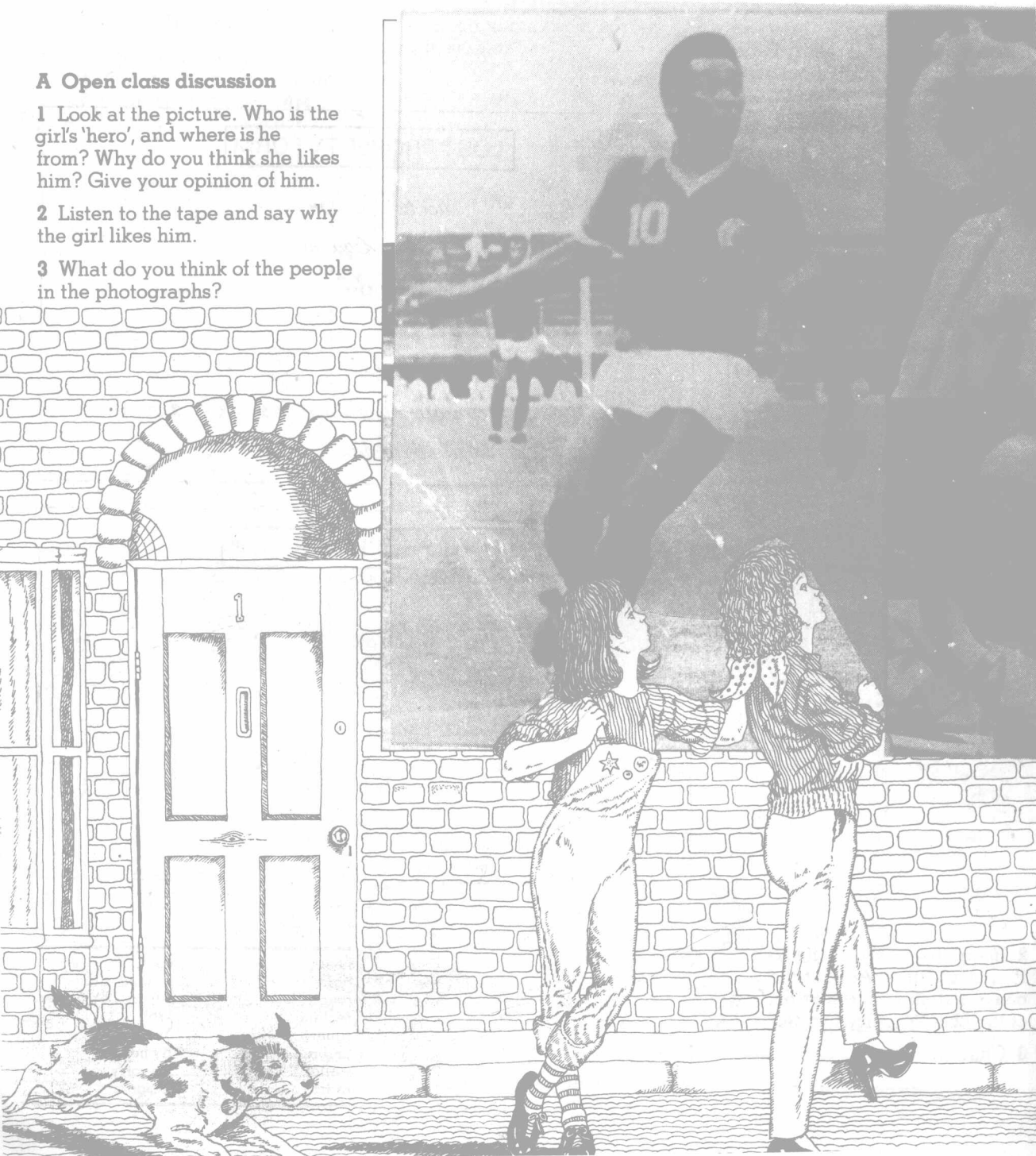
4 Guess who my 'hero' is

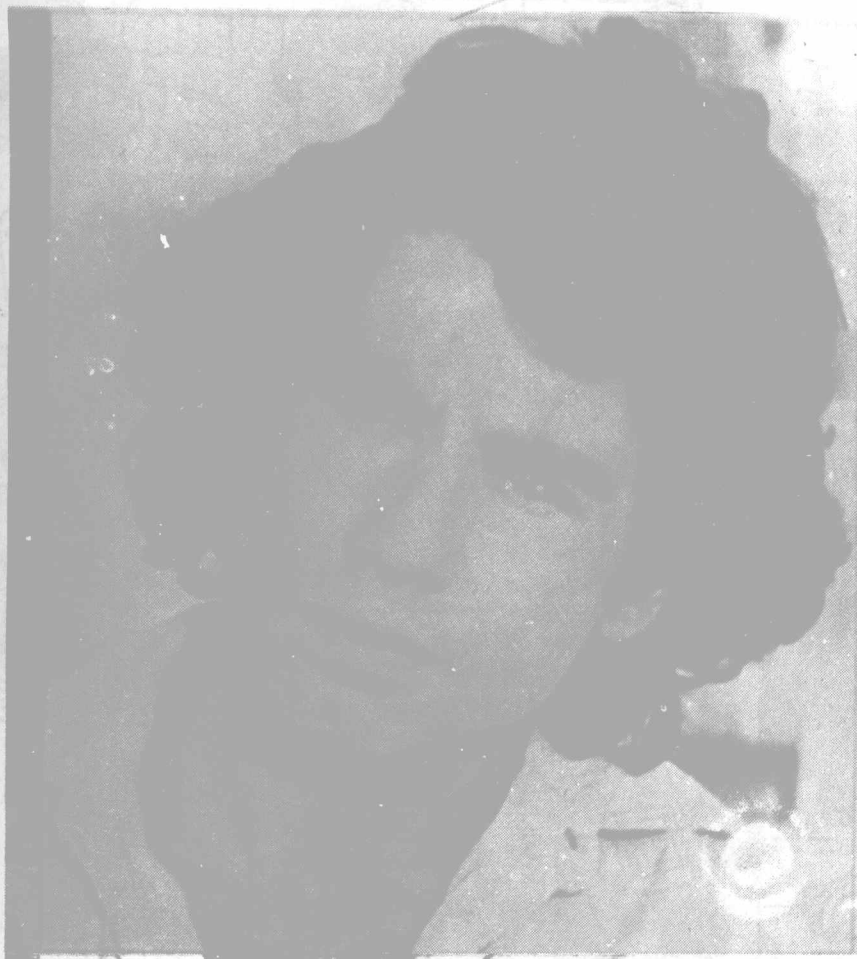
A Open class discussion

1 Look at the picture. Who is the girl's 'hero', and where is he from? Why do you think she likes him? Give your opinion of him.

2 Listen to the tape and say why the girl likes him.

3 What do you think of the people in the photographs?





B Group game

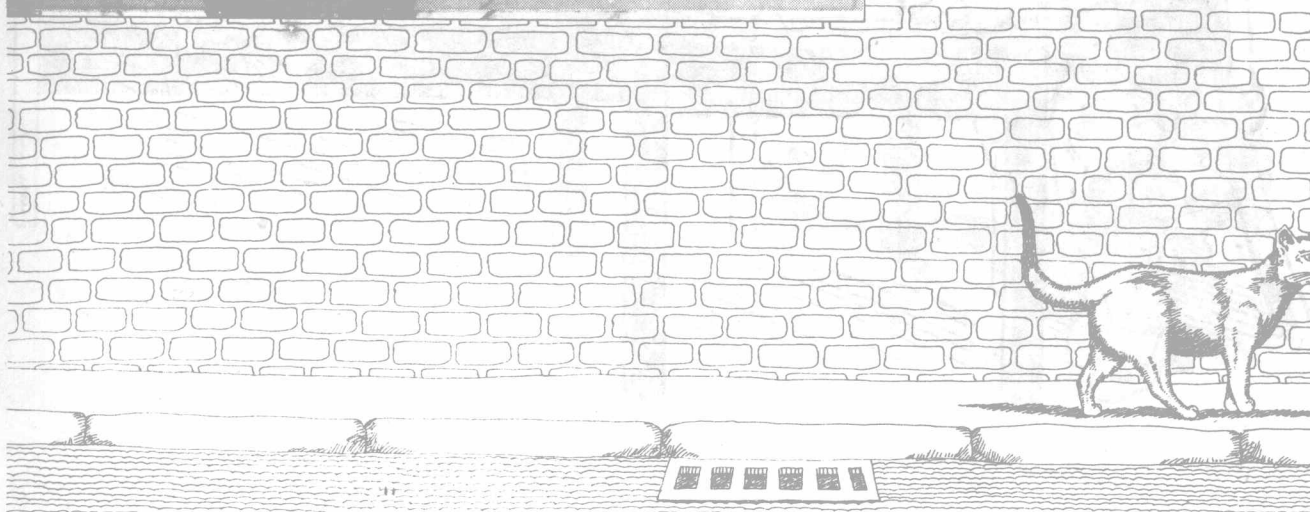
1 Write down the information about *your* hero or heroine (your idol or someone you admire).

Name.....
Nationality.....
Age.....
Occupation.....
Description.....

2 Now take it in turns to guess one another's "heroes" by asking questions. For example:

Is he from ... ?
How old is ... ?
Is he/she a ... ? (etc.)

handsome	singer
good-looking	musician
attractive	politician
beautiful	he's so ...
sexy	I like ... very
intelligent	much
marvellous	I don't like ... at
clever	all
actor	that's right
actress	about twenty-five



5 What's the matter?

A Open class discussion

1 Look at the picture on this page. Where are these people? What are they doing? Say what they are wearing and describe them.

2 Listen to the tape, and complete the following information about the patient:

Name

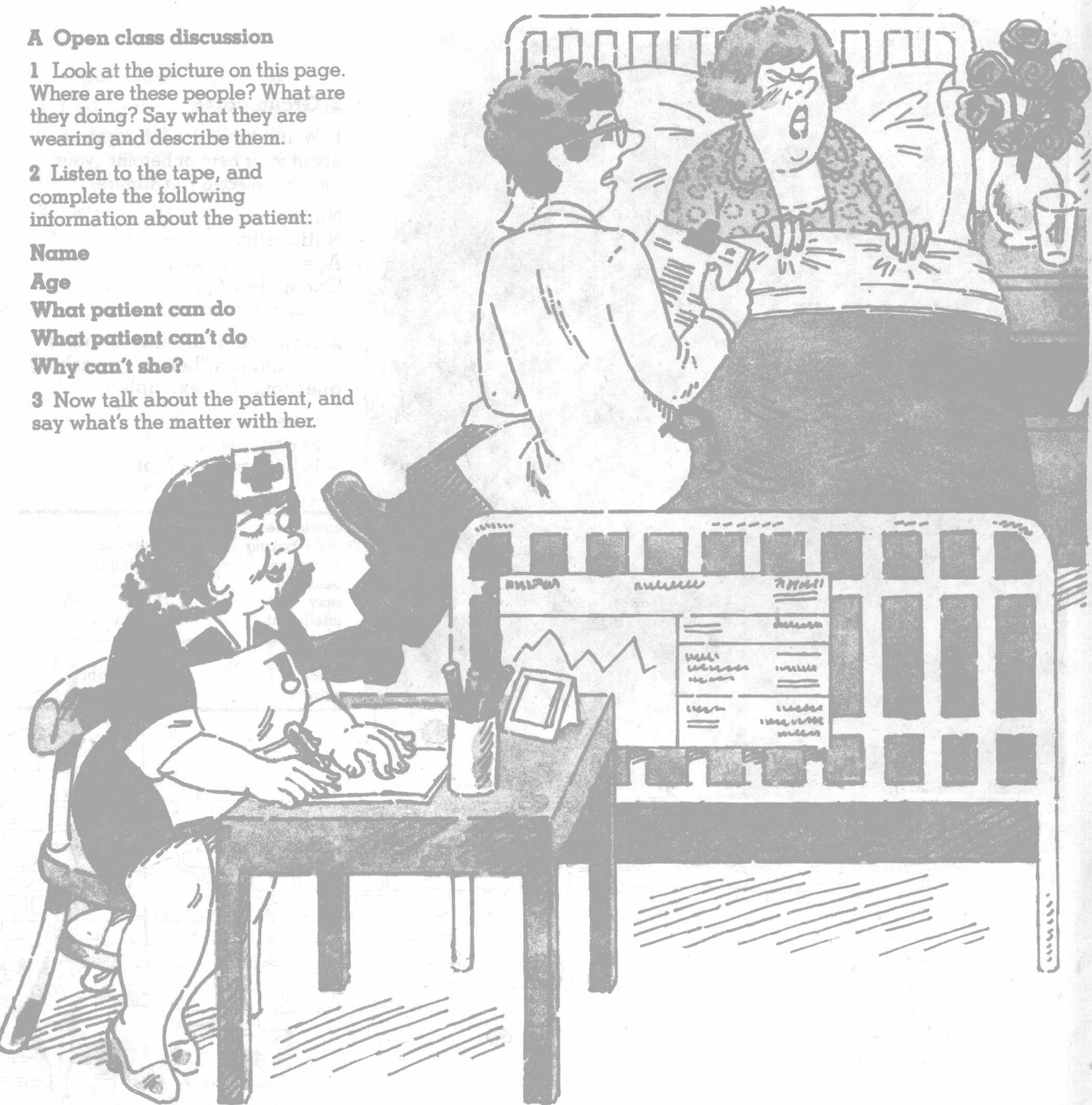
Age

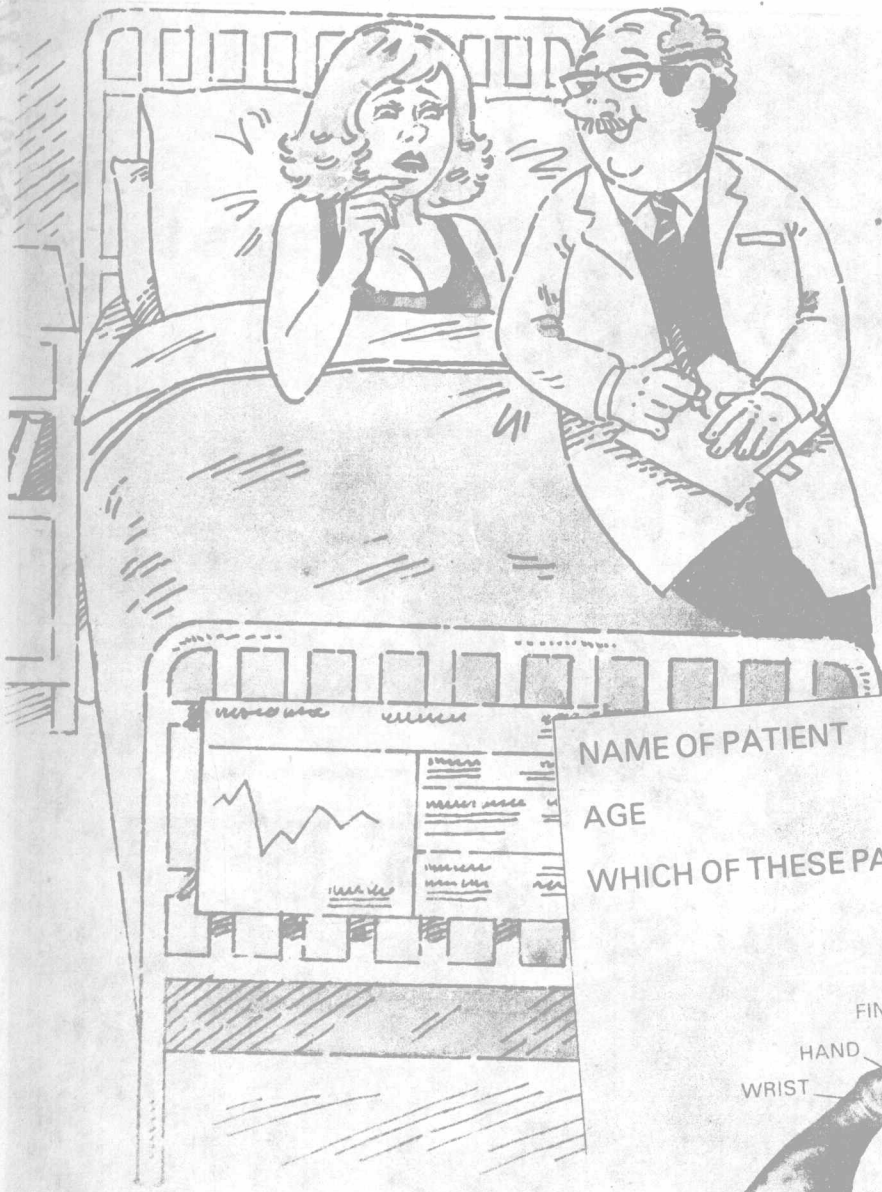
What patient can do

What patient can't do

Why can't she?

3 Now talk about the patient, and say what's the matter with her.





B Role playing

Roles: doctor and patient.

1 Work in pairs. Look at the patient on the right. The doctor is sitting on the patient's arm.

Decide on the patient's name and age, what she can move, and what she can't move. Then fill in the information in the space provided.

2 Make up, and act out, a similar dialogue to the one on the tape, about this patient.

3 Act out your dialogue in front of the class.

uniform
nightdress
stethoscope

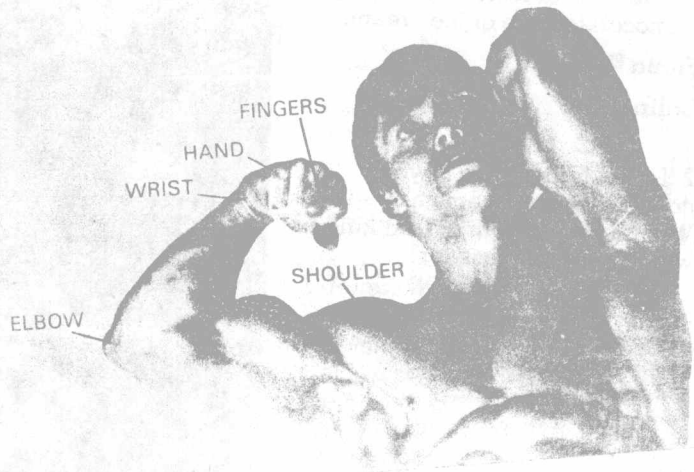
middle-aged
broken



NAME OF PATIENT

AGE

WHICH OF THESE PARTS CAN SHE MOVE?



6 Eating out

A Open class discussion

1 Fiona and Colin are eating out today. Imagine, and fill in, the missing part of the conversation between them and the waiter.

Waiter Here's the menu.

Fiona Ah, thank you.

What's the soup of the day?

Waiter It's celery soup.

Fiona _____?

Waiter It's excellent.

Colin _____?

Waiter Yes, the salmon's fresh today.

Fiona I'd like _____.

Colin I'll have _____.

Waiter Very good, Sir.

Waiter Anything to drink, Sir?

Colin _____.

Waiter Red or white?

Colin _____.

Waiter Very good, Sir.

Colin _____.

Waiter For dessert? Apple pie, chocolate cake or ice-cream.

Fiona I want _____.

Colin _____.

2 Listen to the tape. Is your conversation the same as theirs? What do they order? What kind of wine does Colin ask for?

