

Real Conversations

Real

CONVERSATIONS

Beginner

**Beginning Listening
and Speaking Activities**

BOOK 2

Ruth Larimer Sherry Vaughn



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and Speaking Activities**

BOOK 2



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Introduction

Real Conversations is a two-part adult English-as-a-Second-Language (ESL) series, focusing on the development of listening and speaking skills. It is intended for adults or young adults newly arrived in the United States or those who plan to visit the United States. Book One can be used as a basic introduction to everyday conversational American English for complete beginners. Book Two includes longer, more complete conversations, often involving personal interactions such as those that take place in doctor's offices and employment interviews. All the conversations (dialogues) are completely authentic: that is, *every conversational model from the beginning of Book One is transcribed from a recording of native speakers of American English as they use the language*. The books are based on a situational syllabus, including a variety of situations for everyday conversation, as shown in the Table of Contents. Each book is accompanied by a taped reenactment of the real conversations and by a complete Instructor's Manual with detailed suggestions for use of the program.

Selection of conversation segments in *Real Conversations* is based on usefulness in the speaker's everyday life, informed by a needs assessment of 100 adult school ESL learners. Grading or ordering of conversations is based on simplicity and, in Book One, on usefulness for introducing basic vocabulary and number sets which recur in many conversations. Although the series is not structured around an item-based grammatical or functional syllabus, new and useful structures that represent the functions needed for communication in each situation are noted at the end of each unit. In Book One, many of these can be treated as idiomatic expressions to be learned as "chunks," and grammar explanation is kept to a minimum.

In *Real Conversations*, the learner is guided from listening for information in increasing stretches of discourse toward communicative

activities in the classroom and community. Useful vocabulary is isolated and illustrated at the beginning of the Unit to give low-level learners a chance to get used to the sounds of the most important words used in a situation. Background for the situations is established through illustration, and the learners are led to infer meaning from context as much as possible. Activities progress from skimming and scanning for small bits of important information (such as numbers or single vocabulary items) in small stretches of conversation, to gathering information from complete brief conversations, and finally to role-playing and/or participating in information gap activities based on language used by native speakers in the models. Optional contact assignments are provided in some Units.

In Book One, students have worked with numbers up to 100, including their use in time and money expressions and in addresses and telephone numbers. They have used the alphabet to spell, and they have studied basic request forms and responses as seen in several survival situations.

In Book Two, students have the opportunity to expand their repertoire of survival vocabulary and expressions and also to recycle information and skills learned in Book One. They will ask for street directions, order in a restaurant, and provide personal information in the doctor's office and in interview situations. The authentic language used in these situations introduces them to reporting on past events (symptoms, work experience) which is useful for many contexts that they will encounter. Students will also review time, money, and street addresses in the application units and the final unit on making plans.

In Book Two, activities proceed directly from the introduction of vocabulary to extracting information from four- to ten- line authentic conversations. A new section, called "Watch Out!" in some units introduces the



students to subtle differences in the way structures or idioms are used in the target situations.

Using *Real Conversations, Book 2*

Each Unit in *Real Conversations* is designed to lead the learner gradually towards comprehension of a conversation on a survival topic and then to performance of a simple task similar to that being performed by the native speakers. Each text is accompanied by cassette tapes which contains all the listening activities. The cassettes include reenactments of actual conversations which were recorded by the authors in a variety of settings. These verbatim reenactments maintain the sociolinguistic elements of the original situations (age, gender, etc.) and are recorded at normal speaking rate to further bridge the gap between the classroom and the real world. Also included on the cassettes are vocabulary development and practice activities. Once the format of the lessons is familiar, the student will be able to do some of the work in a language laboratory if necessary.

Each Unit begins with a vocabulary introduction in which the student hears the new terms while looking at pictures of the items named. Students should be encouraged to “listen and look” as often as necessary before proceeding to the activities.

The activities begin with simple demonstration of vocabulary comprehension

by circling pictures or matching words with pictures in the context of a short dialogue.

The next activity may be a matching one in which the student must identify items mentioned by different speakers in a conversation, or it may be one in which the student reads authentic menu or application items and draws a line to a picture or to a number representing what is said on the tape.

Students are then asked either to focus on several items at once, marking *yes* or *no* opposite each of a list of items that may be heard in the conversation, or to complete other listening activities, such as marking place names on a map to indicate comprehension.

Activities later in the Units build familiarity with the target dialogues as students order pictures, identify a series of items, or put scrambled conversations in order. They then do simple information gap activities and perform simple speaking tasks themselves.

Directions in the student book are short, with detailed instructions in the Instructor’s Manual. Teachers will want to amplify the instructions in the student books to ensure understanding. The information gap activities (in the “Partner Practice” sections), particularly require a detailed explanation and demonstration by the teacher and one student.

Step-by-step procedures and teaching suggestions for all activities are in the Instructor’s Manual. The Manual should be consulted before *Real Conversations* is used.



Contents



Street Directions

1

- Functions** Requests for information–location
Grammar *Do you know where.* questions • prepositions of location
Notional Sets Public buildings • street and city locations
Competencies Community resources • map skills



Breakfast

14

- Functions** Polite requests (solicited and unsolicited)
• Polite offers (comprehension)
Grammar *I'd like, I'll have* • Can/could/may I have...
Notional Sets Breakfast foods (*coffee, juice, eggs, pancakes, etc.*)
Competencies Survival vocabulary (food)



Making an Application

27

- Functions** Providing personal information
• Understanding requests to repeat, spell, etc.
• Understanding requests for background
Grammar Non-inverted questions (*Now you have your degree, ...?*)
• *How long did you ...? How long have you ...?*
Notional Sets Names, addresses, phone and SS numbers, birthdate
Competencies Personal identification



At the Doctor's Office

40

- Functions** Understanding requests for health information
Grammar *Have you had ...? Has she had ...? I've had..., She's had...*
Notional Sets Symptoms of illness
Competencies Health



UNIT
5

The Job Interview

52

- Functions** Describing jobs • Selling yourself
- Grammar** Past tense (*I typed and filed.*)
• Present perfect (*I've had experience.*)
- Notional Sets** Job titles (*secretarial, warehouse, domestic*) • job skills
- Competencies** Occupational knowledge

UNIT
6

Making Plans: Movies and Dancing

66

- Functions** Expressing preferences • Requesting information
• Understanding statements (*prices, times, locations*)
- Grammar** *What time does ...?* • *What kind of ...?* • *Do you have ...?*
• *Is there ...?*
- Notional Sets** Days of the week • types of music
• review of times, prices, addresses
- Competencies** Community resources

Tapescripts

79

Cut-Outs

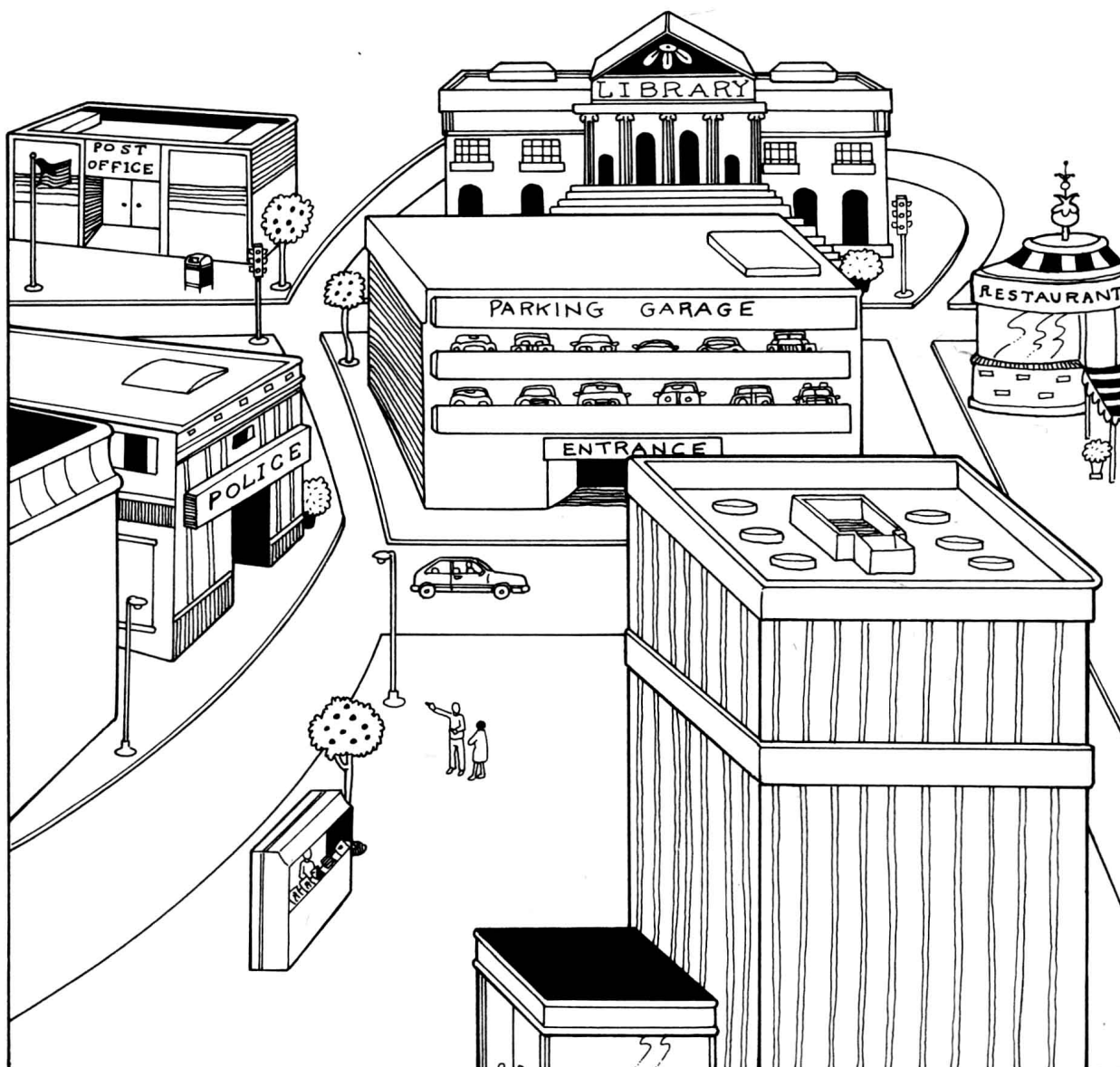
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UNIT
1

Street Directions

In Unit One, you will study:

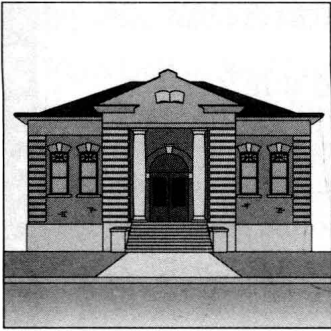
- library, post office, police station, bank
- “Do you know where the ... is?”
- around the corner, down the street, make a left, ...



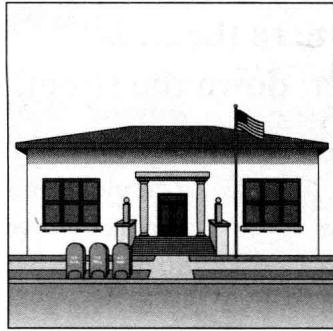


★ 1 ★ Vocabulary

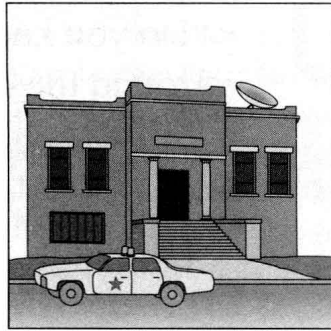
Listen and look.



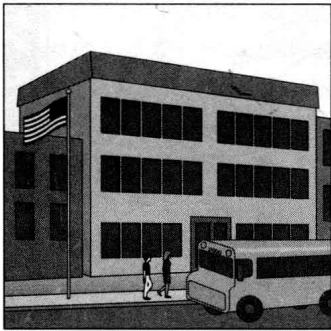
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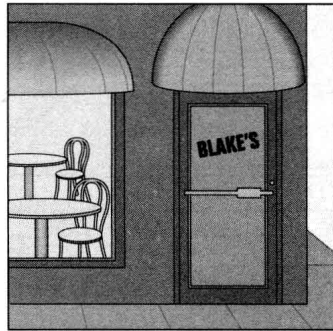
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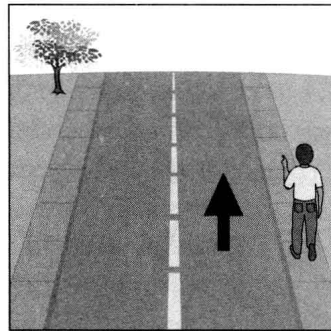
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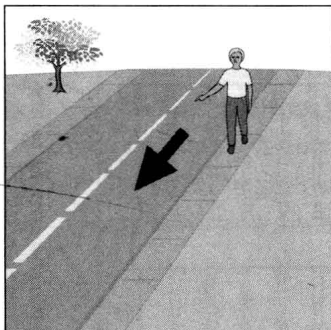
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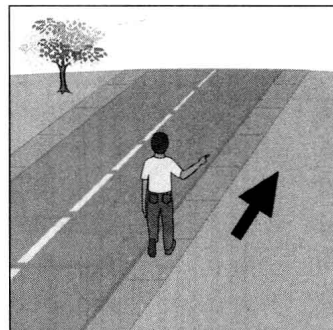
5. Blake's restaurant



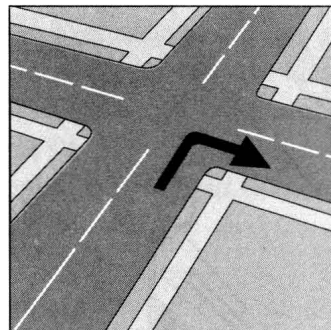
6. go straight



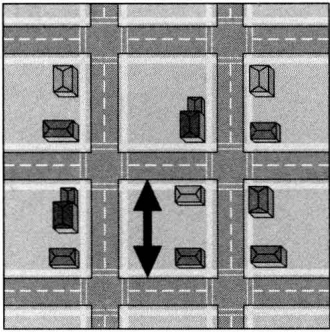
7. down the street



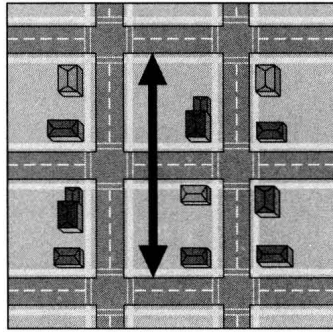
8. up the street



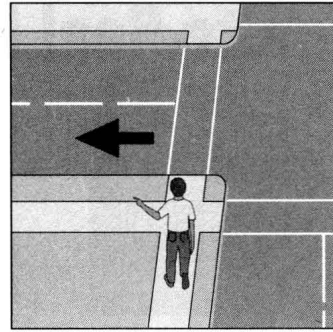
9. around the corner



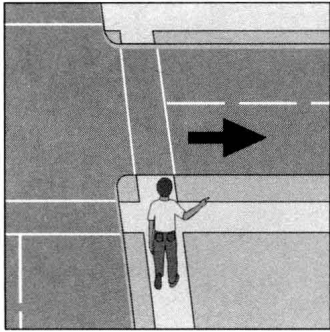
10. one block



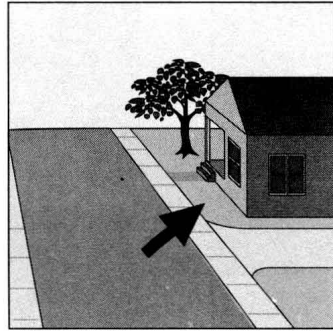
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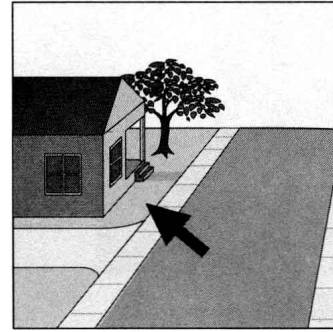
12. make a left



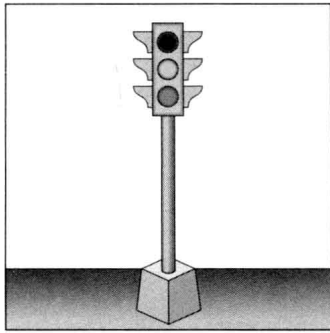
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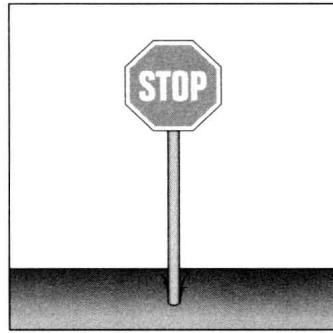
14. on the right



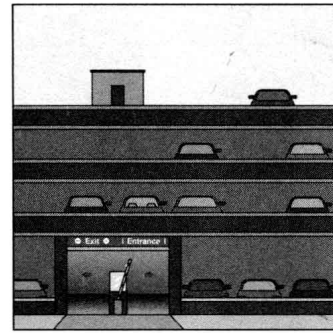
15. on the left



16. stop light



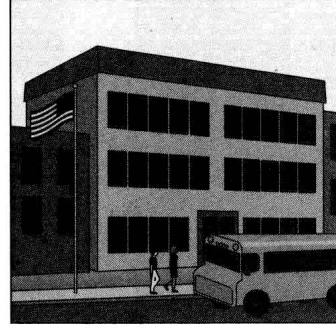
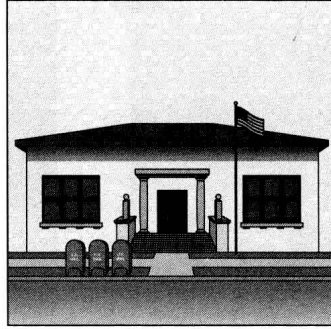
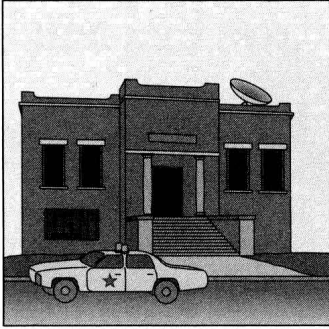
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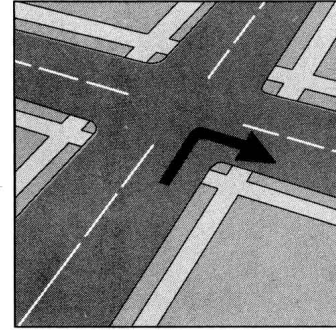
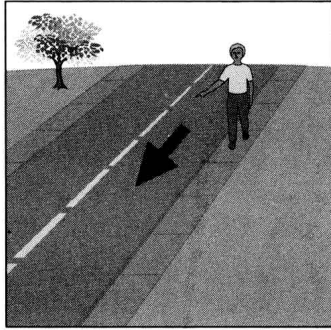
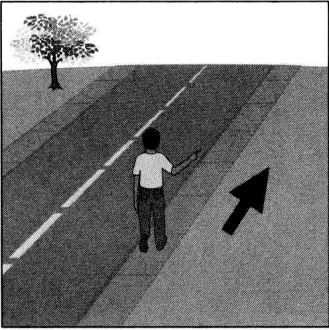
18. parking garage



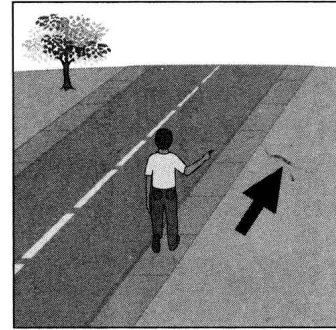
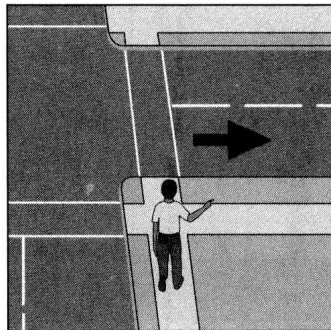
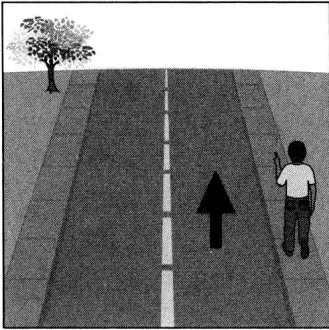
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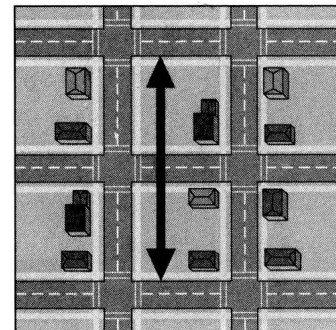
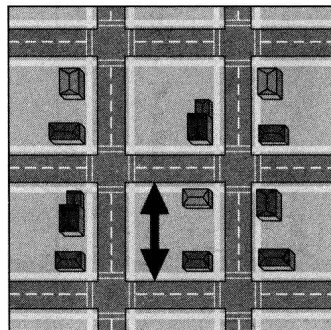
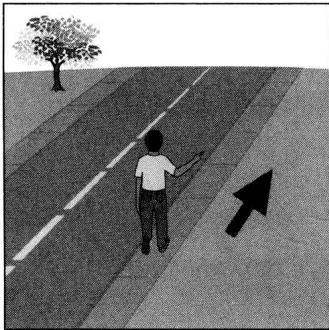
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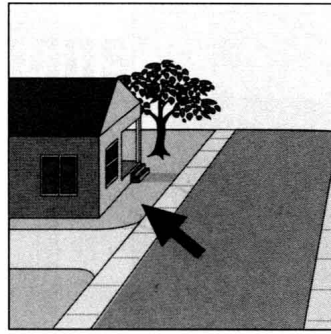
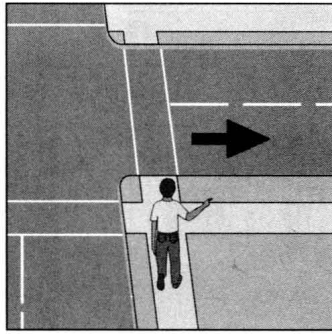
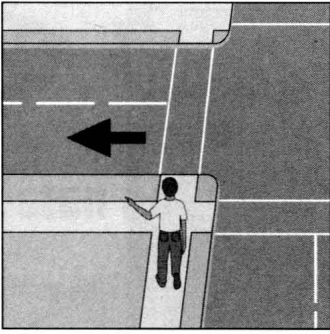


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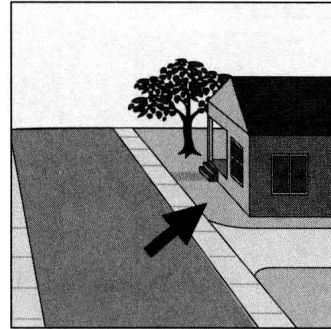
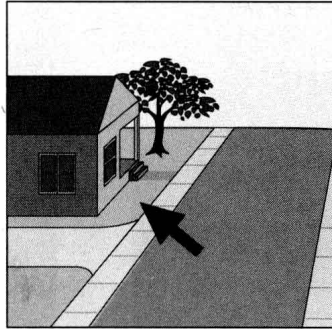
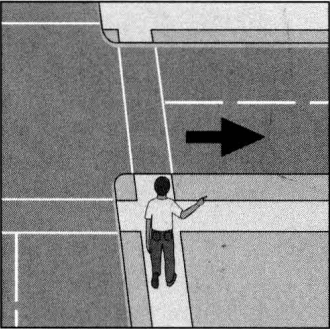




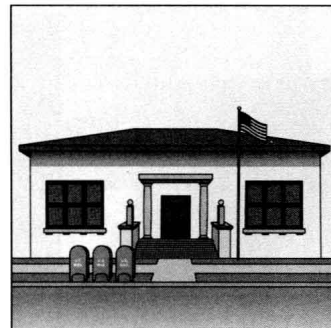
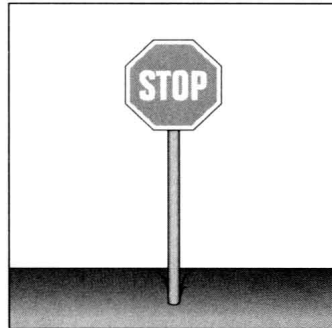
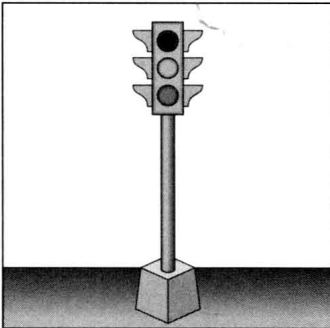
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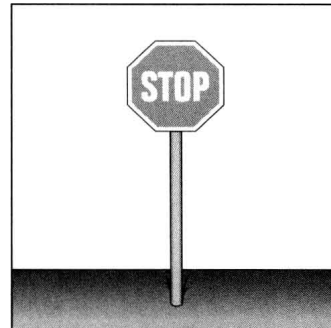
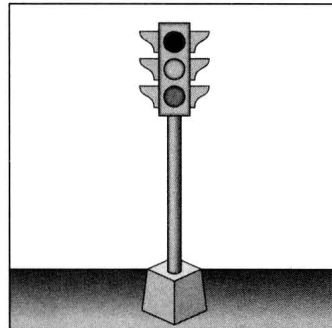
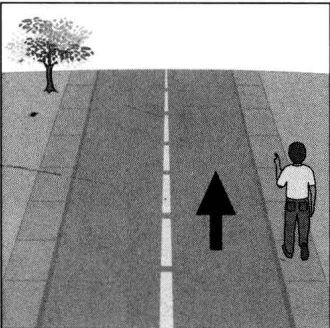
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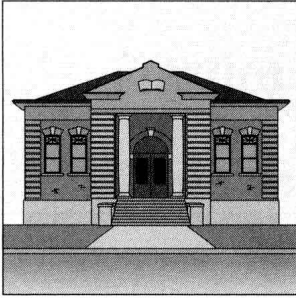
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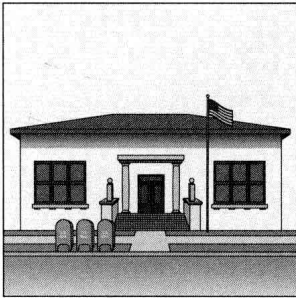


B. Listen and draw a line.

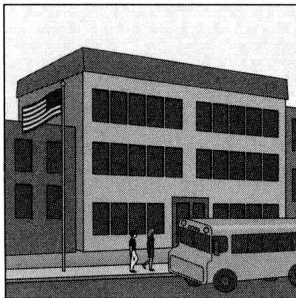
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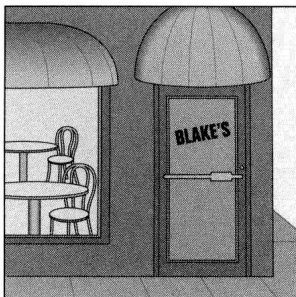
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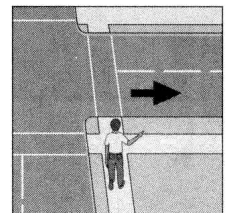
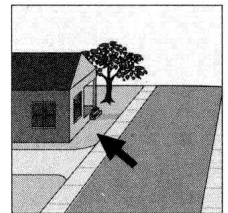
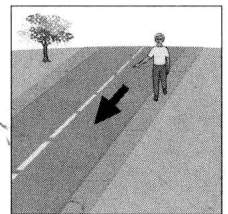
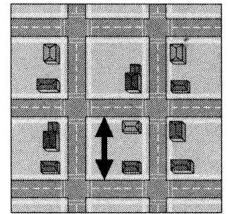
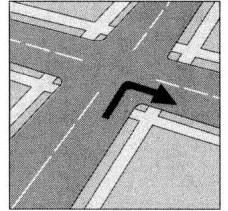
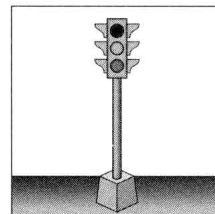
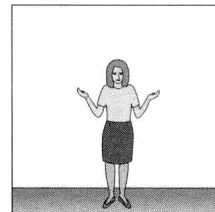
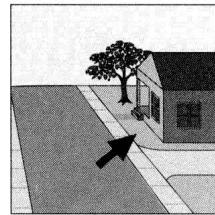
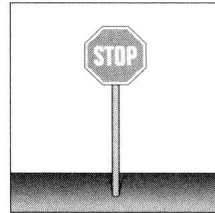
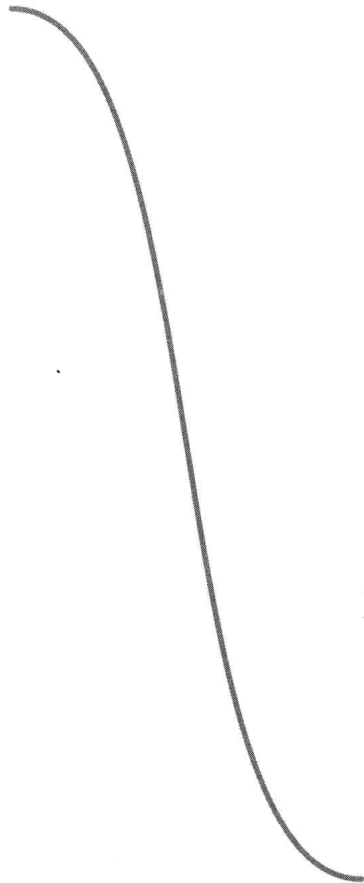
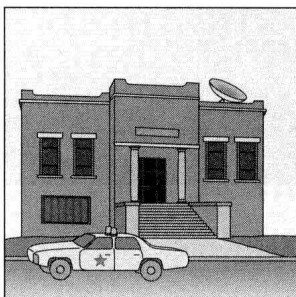
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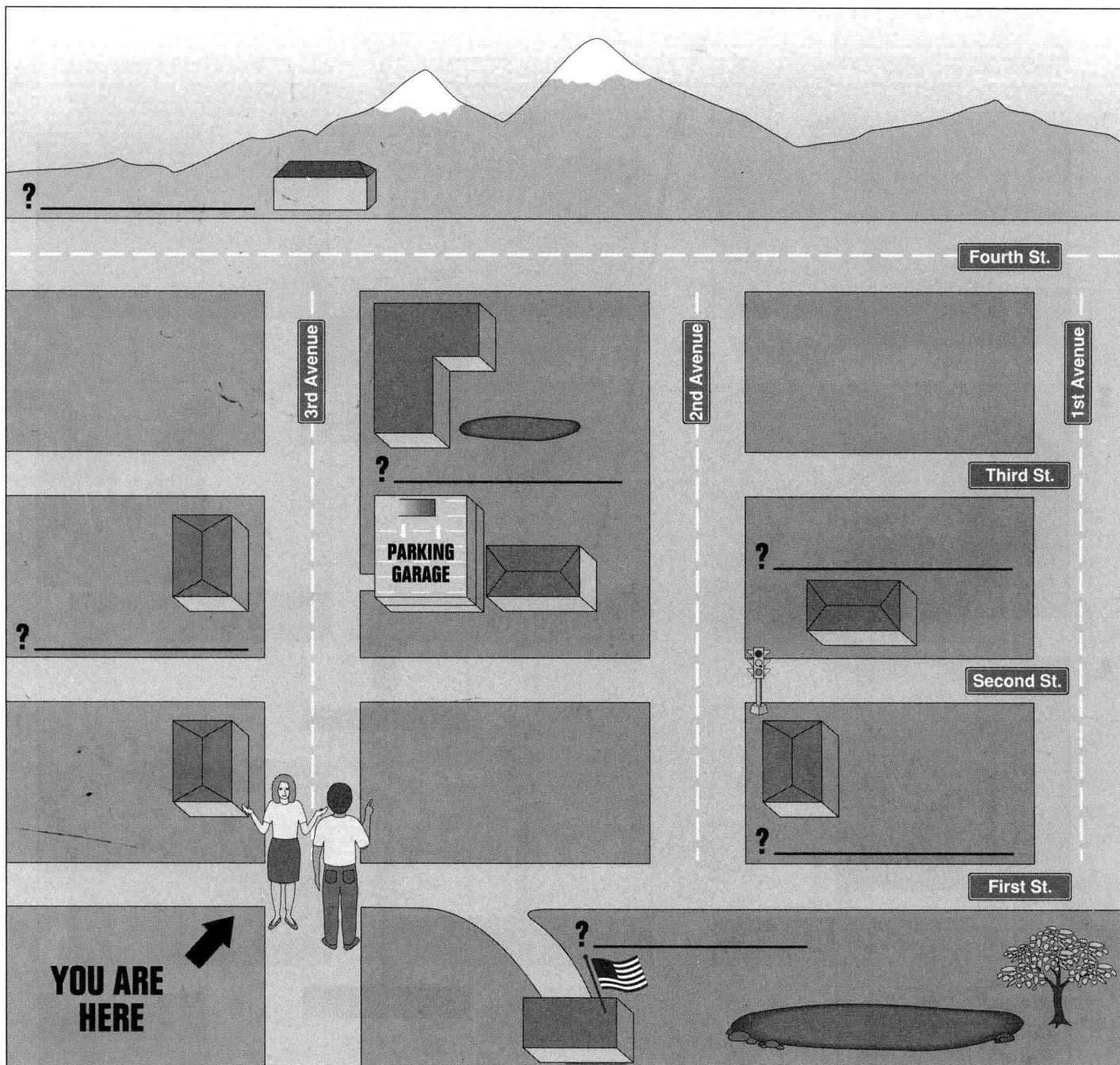


C. Listen and write on the map.

Example: 1. A: Do you know where the library is?

B: Right up the street on the left.

A: Okay, thanks.



Real Conversations #2
Figure 1.20 (Text page 9)

★ 3 ★

Practice

Practice the real conversations.

- A: Do you know where the library is?
B: *I'm sorry. I don't live here.*
A: Oh. Okay. Thanks.
- A: Excuse me. Do you know where the post office is?
B: *Yes. It's around the corner and down.*
A: Oh. Okay.
B: *Right over there with the flag.*
A: Yeh. Okay. Thanks.
- A: Do you know where Blake's is? [a restaurant]
B: *Yes. Right up on this street, on the other side of the street.*
A: Oh. Thank you.
- A: Excuse me. Do you know where the police station is?
B: *Yeh. [laughs] Go down here and make a left.
Go to the stoplight and, and ... it's on the left.*
A: On the left. Okay. Thanks.
- A: Excuse me. Do you know where the High School is?
B: *Um ... Washington High School?*
A: Right.
B: *One block up.*
A: Thank you.



★ 4 ★ Partner Practice

A. Written conversations.

1. Use the sentences on sheet A.
2. Make conversations.

Example:

Excuse me.

Do you know where the library is?

Yes. Right up this street.

Okay. Thank you.

B. Talk to someone.

1. Partner A looks at the map on page 11.
Partner B looks at the map on page 12.
2. Partner A asks about three places.
Partner B tells where they are.
3. Partner B asks about three places.
Partner A tells where they are.
4. Write the places on your map.