

# Real Conversations

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# CONVERSATIONS

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**Beginning Listening  
and Speaking Activities**

**Ruth Larimer Sherry Vaughn**

**BOOK 1**



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and Speaking Activities**

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**HEINLE & HEINLE PUBLISHERS**  
A DIVISION OF WADSWORTH, INC.  
BOSTON, MASSACHUSETTS 02116



Publisher: Stanley J. Galek  
Editorial Director: Christopher Foley  
Project Coordinator: Talbot F. Hamlin  
Assistant Editor: Erik Gundersen  
Editorial Production Manager: Elizabeth Holthaus  
Manufacturing Coordinator: Lisa McLaughlin  
Text and Cover Design: DECODE, Inc.  
Illustrations: Thomas Sperling: 1, 14, 24, 34, 50, 66;  
Precision Graphics & DECODE, Inc.: all others.

### **Acknowledgments**

Our deep gratitude to all the people who have collected authentic conversations for us over the last several years including:

Donna Fujimoto	Jack Holmgren	Lisa Cullen
Judy Shea	Rita Lindahl	Christie Roe
Lisa Munoz	Alice Cathcart	Tasha Doner
Janet Sharon	Cindy Casey	Pat Morales
Debbie Short	Gary Buck	Whitney Gravel

and several other doctors, dentists, employers, patients, and applicants who have to remain nameless.

Many thanks also to those brave teachers, especially Janet Sharon and Jill DeGrange, who tried out versions of these lessons despite partially finished pages and strange amateur drawings. Their feedback was invaluable.

We also appreciate the anonymous reviewers who meticulously combed our pages for activities that wouldn't work, transcripts that didn't match, and other such potential pitfalls.

Thanks, too, to the wonderful people of Heinle and Heinle, especially Chris Foley, Eric Gundersen, and Tab Hamlin, who worked patiently and diligently with us, always expressing confidence and excitement about the project and most importantly, respecting our creative control as authors.

Finally, a huge thanks for your patience during this project to:

Jack, Rita, Alice, and Sam  
who are even happier than we are to see the final version of these books.

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ISBN 0-8384-2247-0

10 9 8 7 6 5 4 3 2 1



# 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, the focus is on requesting various kinds of information and understanding the responses. Book One also encourages mastery of the number system, alphabet, and expressions of politeness which will recur in many survival conversations. At the beginning of several Units, there are additional "Preparation" pages for students who are completely unfamiliar with Western number or letter systems or who have extremely low listening skills. In each Unit, some functions (those to be used mainly by the native speaker and understood by the learner as consumer) are intended for comprehension while others (those to be used by the non-native speaker) are taught for production.

## Using *Real Conversations*

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. Next the student identifies the vocabulary in the context of a sentence or short dialogue.

When new number sets and spelling are introduced, the “Preparation” pages referred to above precede the body of the chapter. In Book One, such preparation pages are found in Units 1, 3, 4, and 5. Students can use these pages in the laboratory, or the teacher can use them for extra

practice before the numbers or letters appear in context. If students are already familiar with these items, use of the preparation pages can be omitted.

The printed word is used in *Real Conversations* mainly to familiarize students with its form and its relation to the pictures and to the spoken language they hear in the conversations. In the case of numbers, times, and money, the student responds in writing. Most activities, however, can be done without more than basic literacy.

Activities later in the Unit 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



## Where's the Restroom

1

- Functions**      *Production:* requests for location  
*Comprehension:* location terms
- Grammar**        *Wh-* question form (*Where is the restroom?*)  
• prepositions of location (*in, on, through, etc.,*)
- Notional Sets**    Names of public places (indoors) (*elevator, restroom, stairs, etc.*)  
• terms for location (*left, right, corner*) • numbers 1–12
- Competencies**    Numbers, directions, locations as preparation for employment and safety lessons



## At the Drugstore

14

- Functions**      *Production:* requests for location  
*Comprehension:* location and number terms
- Grammar**        *Where* questions, singular and plural verb *to be* (*Where is/are the \_\_\_\_\_?*) • singular and plural of nouns
- Notional Sets**    Terms for stationery, drug items
- Competencies**    Numbers, locations, drug items as preparation for health and consumer economics



## On the Street

24

- Functions**      *Production:* requests for time  
*Comprehension:* times • polite interruption
- Grammar**        Questions with *Do you?* and *What time?* (*Do you have the time? What time is it?*)
- Notional Sets**    Numbers 11–60 • time expressions
- Competencies**    Time terms as preparation for community services and occupational knowledge

**UNIT**  
**4**

**At the Cashier**

**34**

- Functions**      *Production:* requests for change  
                          *Comprehension:* statements of price and change  
                          • polite offers
- Grammar**        *Can I* questions (*Can I have change for \_\_\_\_\_?*)
- Notional Sets**   Numbers 61–100 • money terms
- Competencies**   Money, change as preparation for consumer economics

**UNIT**  
**5**

**At the Reception Desk**

**50**

- Functions**      *Production:* statements and spelling of name, address  
                          • statements of phone number  
                          *Comprehension:* requests for information, clarification
- Grammar**        *What* questions (*What is your address/phone number?*)  
                          • *How* questions (*How do you spell ...?*)
- Notional Sets**   Letters of the alphabet • street address terms (*St., Rd., Dr., Ave., Apt.*) • phone terms (*number, area code*)  
                          • name terms (*last, first, middle initial*)
- Competencies**   Personal information

**UNIT**  
**6**

**Fast Food**

**66**

- Functions**      *Production:* requests for food • response to requests for information • clarification  
                          *Comprehension:* offers of help • requests for information, clarification
- Grammar**        Questions with *May I?* and *Can I?* • Orders using *I'd like* and *I'll have*
- Notional Sets**   Fast food vocabulary • price review • thanking and clarification terms review

**Tapescripts**

**75**

**Cut-Outs**

**83**

UNIT  
**1**

# Where's the Restroom?

**In Unit One, you will study:**

- numbers, 1–12
- left, right, up, down, through, to;  
restroom, stairs, elevator, escalator
- “Where is ...?”

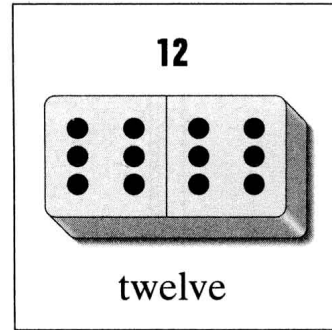
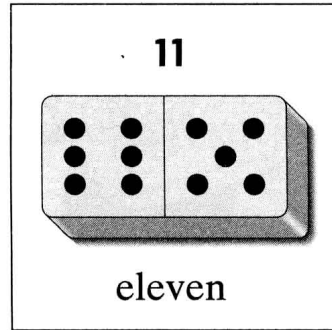
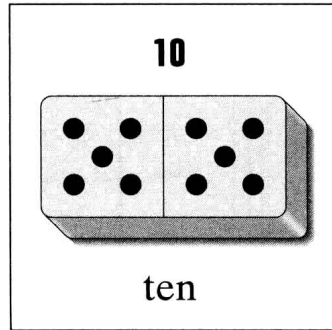
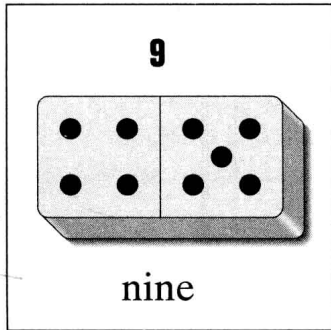
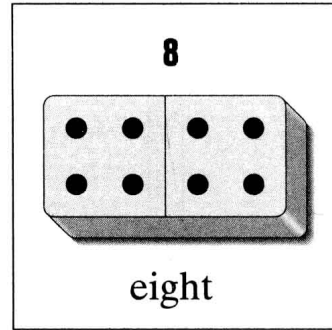
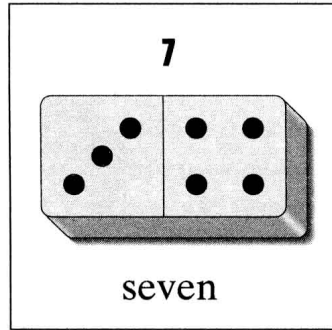
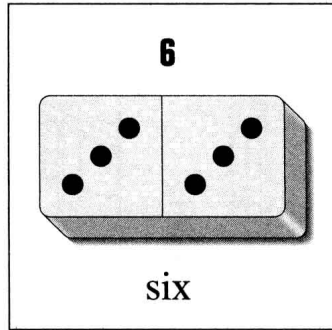
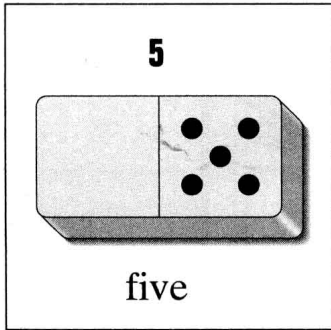
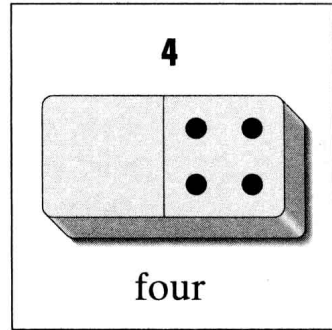
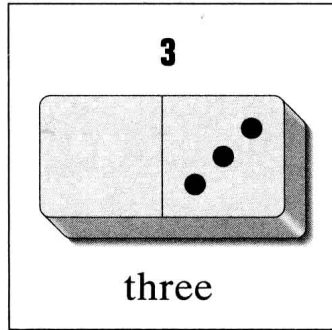
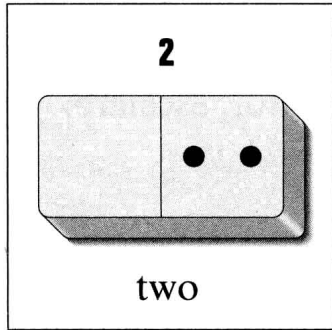
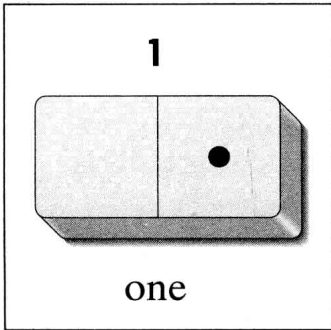






# ★ 1 ★ Preparation

## A. Listen and look.





## B. Practice: Listen and circle.

- |     |    |    |    |
|-----|----|----|----|
| 1.  | 3  | 2  | 1  |
| 2.  | 12 | 5  | 6  |
| 3.  | 4  | 10 | 2  |
| 4.  | 3  | 7  | 8  |
| 5.  | 8  | 6  | 11 |
| 6.  | 5  | 12 | 4  |
| 7.  | 9  | 7  | 6  |
| 8.  | 8  | 11 | 5  |
| 9.  | 7  | 4  | 10 |
| 10. | 10 | 1  | 9  |
| 11. | 3  | 2  | 11 |
| 12. | 1  | 12 | 9  |

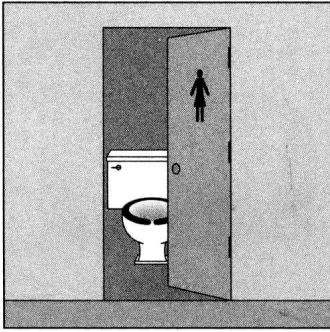
## C. Practice: Listen and write.

- |             |          |           |
|-------------|----------|-----------|
| 1. <u>3</u> | 5. _____ | 9. _____  |
| 2. _____    | 6. _____ | 10. _____ |
| 3. _____    | 7. _____ | 11. _____ |
| 4. _____    | 8. _____ | 12. _____ |

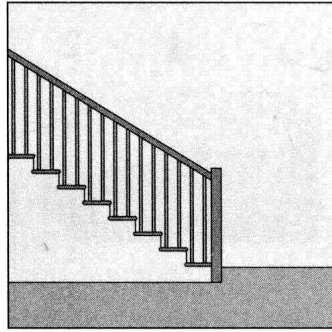


# ★ 2 ★ Vocabulary

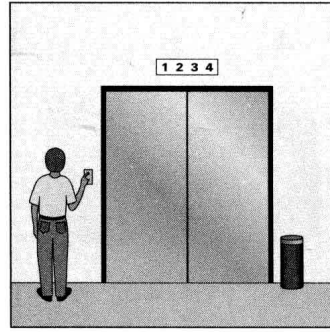
## A. Listen and look.



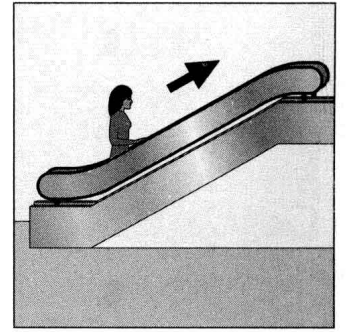
1. restroom



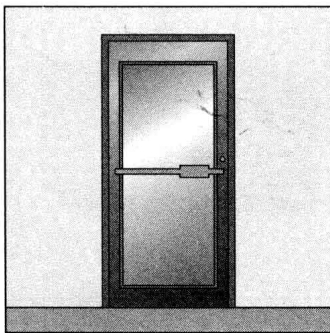
2. stairs



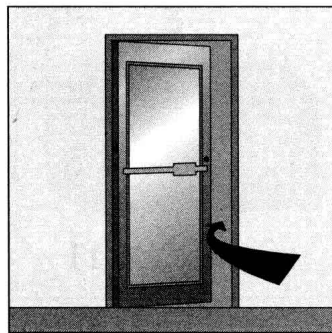
3. elevator



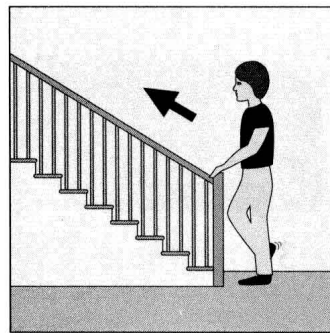
4. escalator



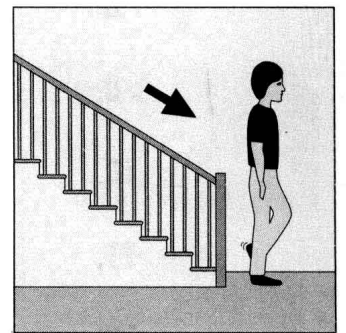
5. door



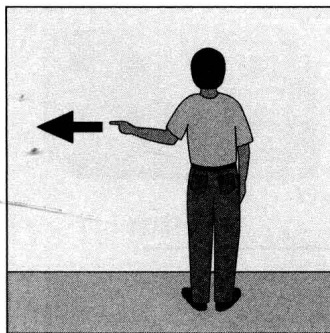
6. through the door



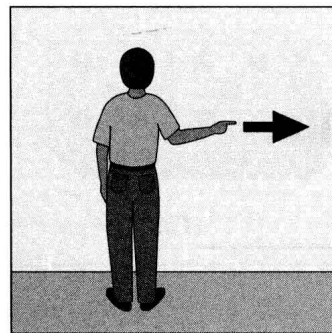
7. up the stairs



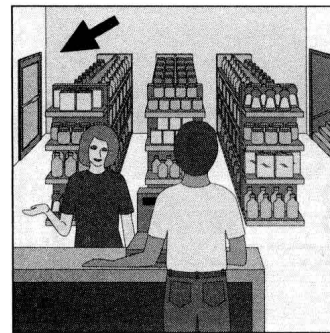
8. down the stairs



9. to your left



10. to your right



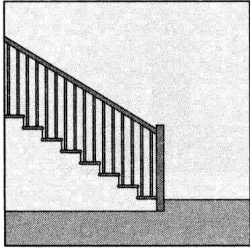
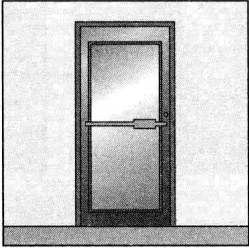
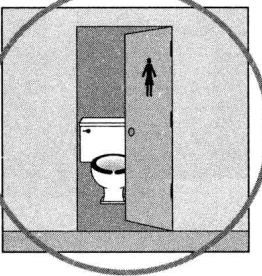
11. in the corner

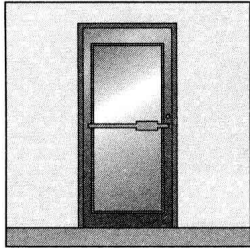
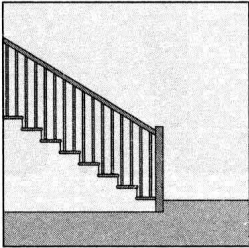
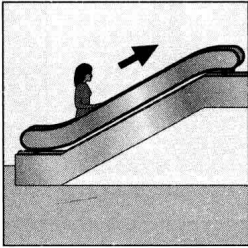


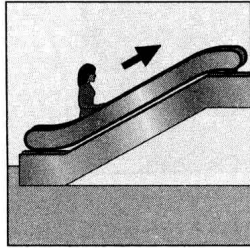
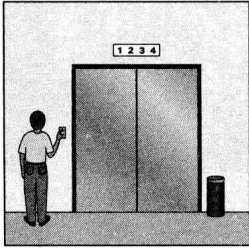
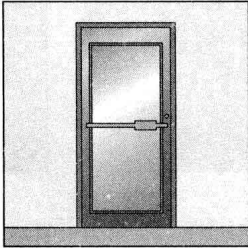
12. in the back

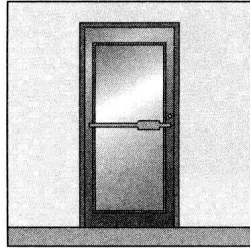
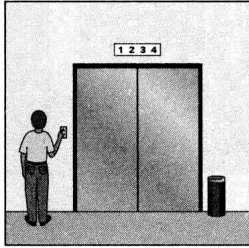
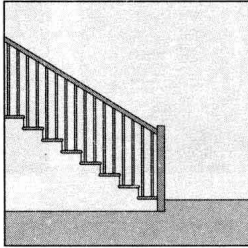


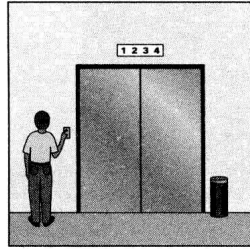
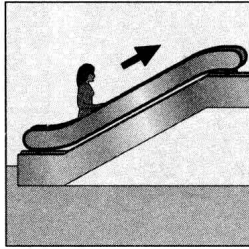
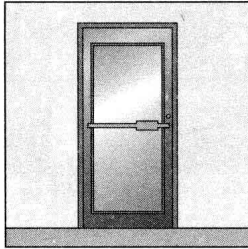
## B. Listen and circle.

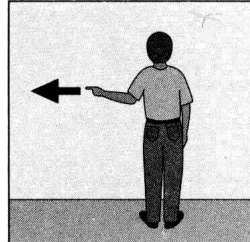
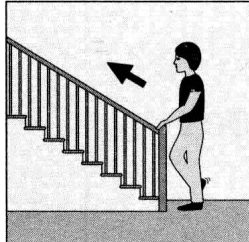
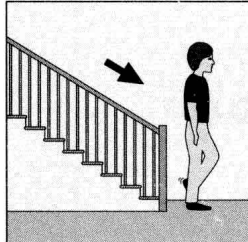
1.   

2.   

3.   

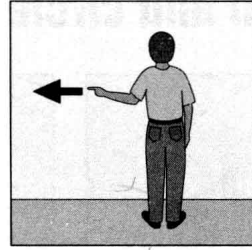
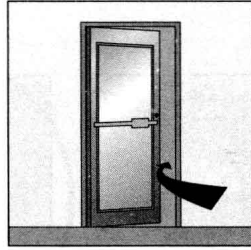
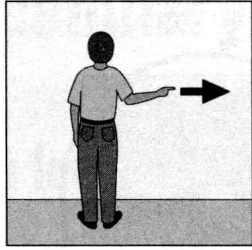
4.   

5.   

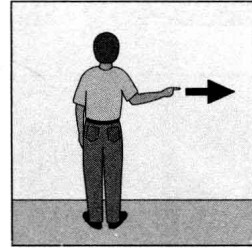
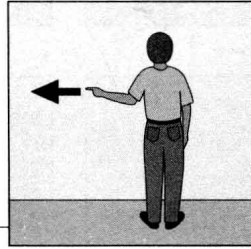
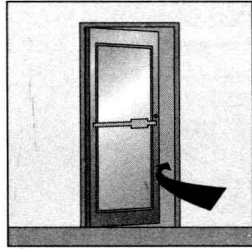
6.   



7.



8.



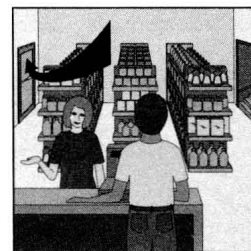
9.



10.



11.

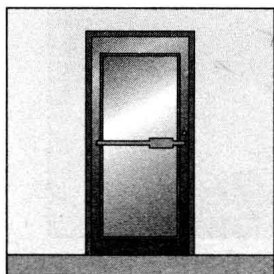




### C. Listen and draw a line.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

### D. Play concentration. Use the pictures and words on Sheet A.



+

door

**A Match!**



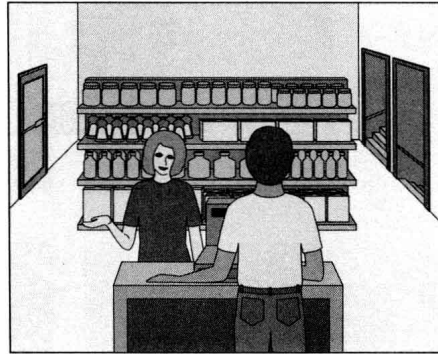
# ★ 3 ★ Listen to Real Conversations

## A. Listen and mark the place. Use X.

1. Where's your restroom?



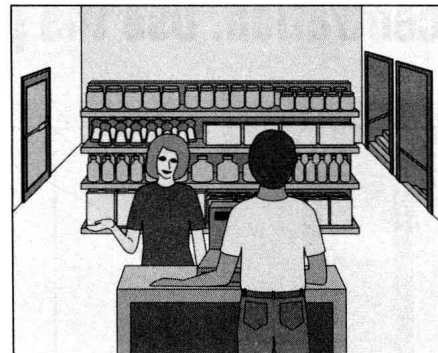
2. Where's your restroom?



3. Excuse me. Where's your restroom?

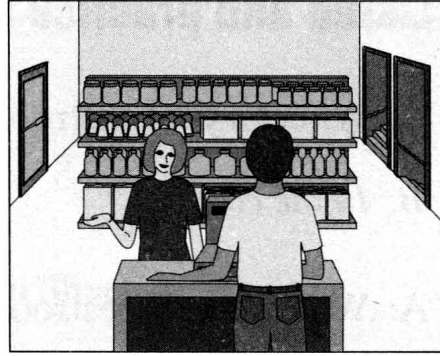


4. Where's the restroom?





5. Where's the nearest restroom?



6. Where's the nearest restroom?



7. Excuse me. Where's the elevator?



8. Where's the escalator?







## **B. Listen and practice the real conversations.**

1. A: Where's your restroom?

*B: In the corner.*

2. A: Where's your restroom?

*B: It's in the back.*

3. A: Excuse me. Where's your restroom?

*B: To the left.*

4. A: Where's the restroom?

*B: Down the stairs to your left.*

5. A: Where's the nearest restroom?

*B: Up the stairs.*

6. A: Where's the nearest restroom?

*B: Through the door to your right.*

7. A: Excuse me. Where's the elevator?

*B: In the corner in the back.*

8. A: Where's the escalator?

*B: Through that door.*