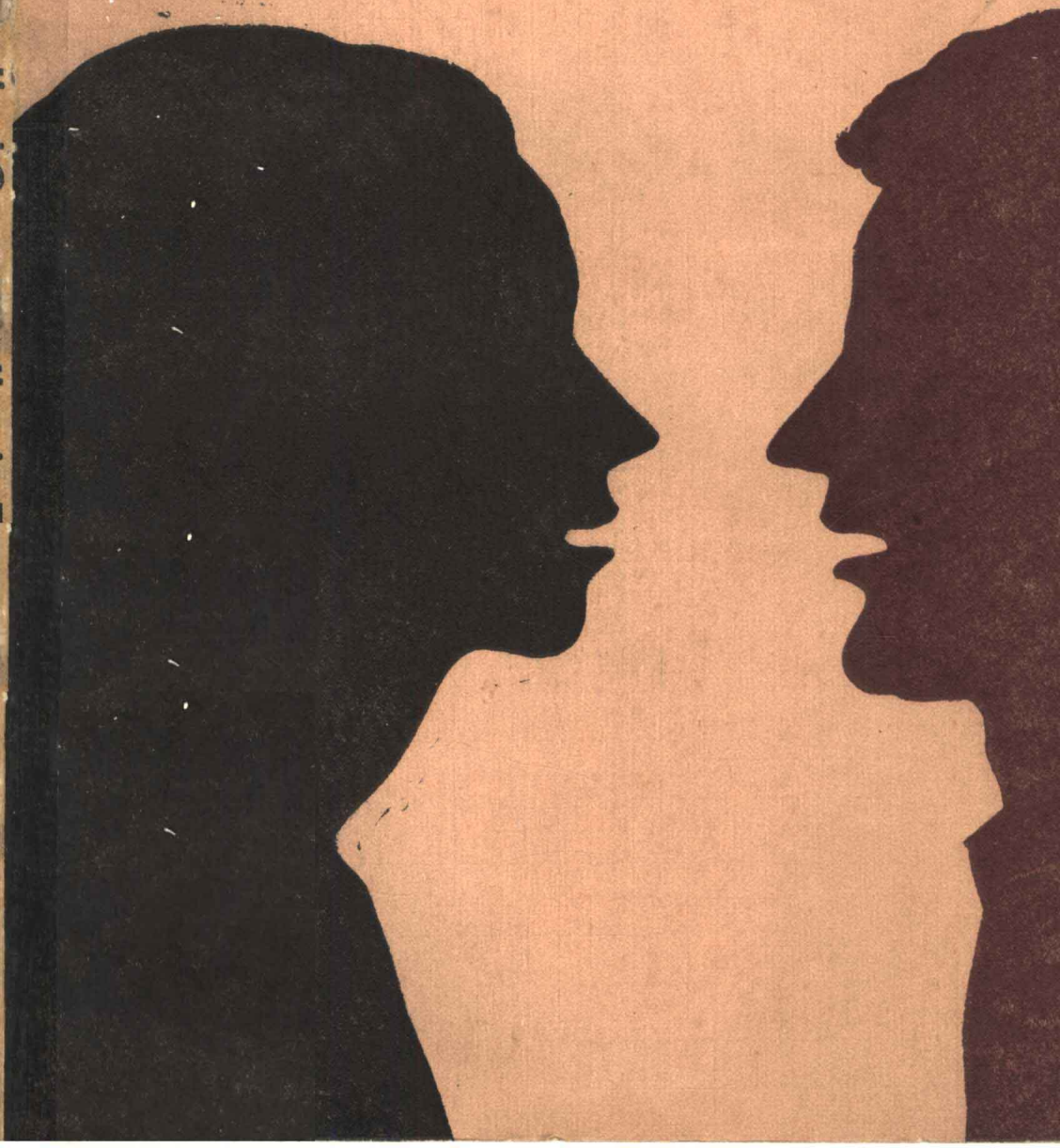


**Practical
Conversation
in English 1**

Eugene J. Hall



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Regents Publishing Company, Inc.

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Foreword

Practical Conversation for Beginning Students is the first of a series of three textbooks that are intended to give students of English as a second or foreign language more experience in the use of their new language. Each lesson begins with a dialogue that emphasizes a particular structural pattern or group of related patterns. The situations in the dialogues are practical not only because they present structures and vocabulary but also because they are about the daily concerns of people who work. Each dialogue is followed by several comprehension questions that give the students more practice in speaking.

The next section of the lesson singles out for special practice words or phrases that occur in everyday use. Most of these expressions occur in the dialogues, and the additional examples are intended to make their meaning and use clearer. They are high-frequency items that are useful for beginning students who want to use English in real-life situations.

The phrases for everyday use are followed by one or more groups of practice sentences which give examples of the structural patterns that are covered in the lesson. The sentences for practice also introduce new vocabulary items. After each group of sentences there is a brief explanation of the structural pattern of which the sentences are examples.

A section on pronunciation follows the note on the structural patterns. In this book, the basic stress and intonation patterns of English are introduced. Exercises on the structural patterns in each lesson are given next. These exercises are of course intended for practice on the formal elements of the patterns.

The last section of each lesson gives additional practice on conversation. A number of questions are suggested that the teacher can ask to or about the students in the class. The questions use the classroom environment and the experience of the students to use the patterns that have been introduced in each lesson. The students should give real answers—answers based on their own experience and observation—to the questions. Since each class and each student are different, the questions given in the book are only suggestions. Teachers can prepare similar questions that are based on the real conditions of their own classes.

In teaching *Practical Conversation*, teachers should use the aural-oral techniques that have been common practice in language teaching for many years. With the dialogues, work should begin with a listening practice, during which the students listen with their books closed while the teacher reads the dialogue to them. The listening practice should then be repeated with books open. Any questions about meaning should be answered at this point, and teachers should use the quickest and most effective method to make meaning clear. After this the teacher should have the students as a group repeat the dialogue, with attention to pronunciation and phrasing. Next, the teacher should have individual students repeat sentences from the dialogue. The students should then go on to reading the dialogue in pairs to give the feel of an actual conversation. The teacher can also ask the students to memorize each dialogue as a homework assignment. Then at the next meeting of the class, pairs of students can be called on to act out the dialogue.

The comprehension questions should be given with books open, and the teacher should be prepared to prompt and help the students not only with their answers but also with pronunciation and phrasing. The comprehension questions can also be used as a paired activity, with one student asking a question and another giving the answer, until all the students in the class have had the opportunity to participate. In addition, the students can be asked to write out the answers as a homework assignment.

Both the phrases for everyday use and the sentences for practice should be presented by means of a listening practice, followed by answering any questions about meaning, and then by repetition by the class as a group, repetition by individual students, and reading by individual students. The notes on structure and pronunciation give the formal features of the patterns that are being presented. The teacher should resist the temptation to make them the basis for long lectures on grammar and should instead present them as briefly as possible in the simplest and most direct way that the students can grasp.

The exercises should also be presented first with a listening practice in which the teacher gives both cues and responses. Then the teacher should give the cues while individual students give the responses. If the students have difficulty with a particular pattern or exercise, the teacher may want to give

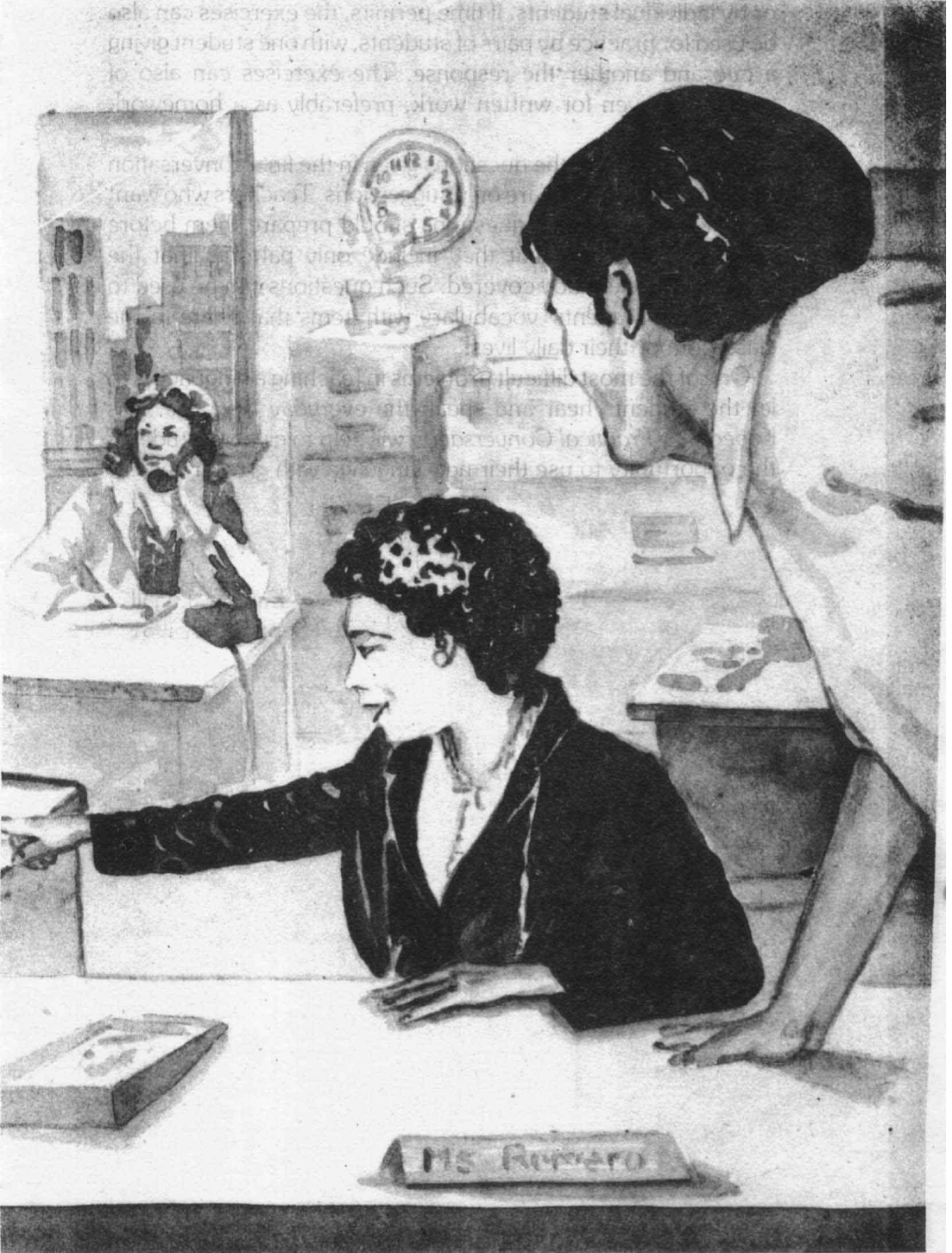
additional preparation through repetition by the class as a group or by individual students. If time permits, the exercises can also be used for practice by pairs of students, with one student giving a cue and another the response. The exercises can also of course be given for written work, preferably as a homework assignment.

As noted before, the questions given in the final conversation section of each lesson are only suggestions. Teachers who want to make up additional questions should prepare them before class to make sure that they include only patterns that the students have already covered. Such questions can be used to enlarge the students' vocabulary with items that relate to the classroom or their daily lives.

One of the most difficult problems in teaching a language is to let the students hear and speak the everyday language. It is hoped that *Practical Conversation* will help to give the students the opportunity to use their new language with greater ease.

Eugene J. Hall
September, 1981

additional preparation through repetition by the class as a group
in individual students. In this manner, the exercises can also
be done for two or more pairs of students, with one student giving
a cue and another the response. The exercises can also
be done for written work, preferably as a home work.



Contents

Foreword	vii
Lesson 1	1
Dialogue: The First Day on the Job Singular Subject Pronouns/Present Tense of <i>to be</i> Present Tense of <i>to be</i> , Question Form	
Lesson 2	9
Dialogue: Office Supplies The Plural of Nouns/Plural Subject Pronouns/Present Tense of <i>to be</i> Present Tense of <i>to be</i> , Question Form	
Lesson 3	17
Dialogue: The Sales Office The Demonstratives/The Possessive Adjectives/The Possessive of Nouns Form and Position of Adjectives	
Lesson 4	25
Dialogue: The Right Form and the Wrong Form Present Tense of <i>to be</i> , Negative Affirmative and Negative Short Answers with <i>to be</i>	
Lesson 5	33
Dialogue: The Busy Office The Present Progressive The Present Progressive, Questions	
Lesson 6	41
Dialogue: A Course in Night School The Present Progressive, Negative Affirmative and Negative Short Answers with the Present Progressive	

Lesson 7	49
Dialogue: Looking for an Apartment	
The going to Future	
The going to Future, Questions, Negatives, and Short Answers	
Lesson 8	57
Dialogue: An Important Report	
The Imperative	
Object Pronouns	
Indirect Objects	
Lesson 9	65
Dialogue: Enrolling in Night School	
The Simple Present Tense	
The Simple Present Tense, Questions	
Lesson 10	73
Dialogue: Time for Coffee	
The Simple Present Tense, Negative	
The Simple Present Tense, Affirmative and Negative	
Short Answers	
Lesson 11	81
Dialogue: The First Class	
The Simple Past Tense of Regular Verbs	
The Simple Past Tense, Questions	
Lesson 12	89
Dialogue: A Mistake in the Report	
The Simple Past Tense, Irregular Verbs	
The Simple Past Tense, Irregular Verbs, Questions	
Lesson 13	97
Dialogue: The Missing Letter	
The Simple Past Tense, Negative	
The Simple Past Tense, Affirmative and Negative	
Short Answers	

Lesson 14	105
Dialogue: Early and Late	
The Past Tense of <i>to be</i>	
The Past Tense of <i>to be</i> , Questions, Negatives, and Short Answers	
Lesson 15	113
Dialogue The Inventory of the Supply Closet	
Sentences with <i>There is/There are</i>	
<i>There is/There are</i> , Questions	
Lesson 16	121
Dialogue The Conference Room	
Sentences with <i>There is/There are</i> , Negative	
Words with Affirmative and Negative Distribution	
Lesson 17	129
Dialogue A Telephone Call	
The Future with <i>will</i>	
The Modal Auxiliary Verb <i>can</i>	
Lesson 18	137
Dialogue After the Final Exam	
The Comparison of Adjectives	
Lesson 19	145
Dialogue A New Job or a Transfer?	
The Present Perfect, Affirmative Statements and Questions/ The Past Participle	
Lesson 20	153
Dialogue A Job Opening	
The Present Perfect, Negative/Affirmative and Negative Short Answers	
Appendix	161
Irregular Verbs Used in This Book	

Lesson

A▷ Dialogue: The First Day on the Job

Ken: Good morning.
Sylvia: Good morning
Ken: Are you Ms. Romero?
Sylvia: Yes, I am.
Ken: Are you the office manager?
Sylvia: Yes, I am. Who are you?
Ken: I'm the new typist
Sylvia: Oh, yes. What's your name?
Ken: My name's Ken White
Sylvia: I'm glad to see you. We have a lot of work. That's your desk over there
Ken: Thank you, Ms. Romero
Sylvia: And that's your typewriter
Ken: It looks fine
Sylvia: And please call me Sylvia
Ken: Thank you, Sylvia.

ANSWER THE QUESTIONS.

1. What's Sylvia's name?
2. What is she?
3. What's Ken's name?
4. What is he?
5. What's your name?
6. What are you?
7. What's your teacher's name?

B▷ Phrases for everyday use

What's your name?

What's your name? My name's Ken White.

What's his name? His name's Frank Brady.

What's her name? Her name's Sylvia Romero.

What's your name? My name's...

Mr., Mrs., Miss, Ms.



Mr. (mister) Brady is a typist.
He's a man.



Mrs. (missis) Devore is the sales
manager. She's a woman. She's
married.

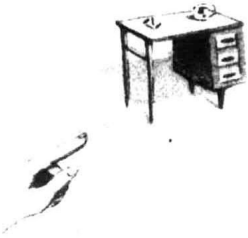


Miss Belski is also a typist. She's
a young woman. She's single.



Ms. (miz) Romero is the office manager. She's a woman. You can use Ms. for any woman, married or single.

over there



That's your desk over there.



That's your typewriter over there.



That's your telephone over there.

C ▷ Sentences for practice

1. He is a typist. He's a typist.
2. He is a young man. He's a young man.
3. He is a bookkeeper. He's a bookkeeper.
4. She is a typist. She's a typist.
5. She is a young woman. She's a young woman.
6. She is the office manager. She's the office manager.
7. I am a secretary. I'm a secretary.
8. I am the new typist. I'm the new typist.
9. I am early. I'm early.
10. You are a programmer. You're a programmer.
11. You are a file clerk. You're a file clerk.
12. You are late. You're late.
13. It is a desk. It's a desk.
14. It is a chair. It's a chair.

D ▷ Singular subject pronouns / present tense of to be

1. The forms of the present tense of *to be* with the singular subject are

I am (I'm)	he is (he's)
you are (you're)	she is (she's)
	it is (it's)

2. The contracted forms are generally used in conversation with both the subject pronouns and with most names.

Ken's the new typist. Sylvia's the office manager.

3. *He* is used for males; *she* is used for females.

man, Ken = he woman, Sylvia = she

4. *It* is used for things which are neither masculine nor feminine.

desk, chair = it

E▷ Sentences for practice

1. Is he the new typist?
2. Is he a bookkeeper?
3. Is she the sales manager?
4. Is she a file clerk?
5. Am I early?
6. Am I late?
7. Are you a programmer?
8. Are you a secretary?
9. Is it your desk?
10. Is it his typewriter?
11. Is it her telephone?

F▷ Present tense of to be, question form

1. The question forms of *to be* with singular subject pronouns are

Am I?

Are you?

Is he?

Is she?

Is it?

2. Note that the form of *to be* comes first, followed by the subject.

He is the new typist.

Is he the new typist?

Sylvia is the office manager.

Is Sylvia the office manager?

G▷ Pronunciation

In statements, the voice rises to a higher note at the end of the sentence and then falls to a lower note. On the other hand, questions that ask for a yes or no answer end on a high intonation.

He's a typist.

She's a file clerk.

I'm a programmer.

Is he a typist?

Is she a file clerk?

Are you a programmer?

H▷ Exercises

1. Make complete sentences. Use the contracted forms.

Example: he/the new typist —▷ *He's the new typist.*

- a. she/the office manager
- b. you/early
- c. he/a young man
- d. I/a programmer
- e. it/my typewriter
- f. I/a file clerk.
- g. you/the sales manager
- h. she/late
- i. he/a bookkeeper
- j. I/married

2. Change to questions.

Example: He's the new typist. —▷ *Is he the new typist?*

- a. He's a secretary.
- b. I'm the new typist. (Are you...?)
- c. It's her desk.
- d. She's a programmer.
- e. You're late. (Am I...?)
- f. It's his telephone.
- g. She's the sales manager.
- h. I'm the office manager. (Are you...?)
- i. You're early. (Am I...?)
- j. He's a file clerk.

3. Give the long form.

Example: He's the new typist. —▷ *He is the new typist.*

- a. I'm a file clerk.
- b. She's a secretary.
- c. It's her chair.
- d. I'm early.
- e. You're late.
- f. He's a bookkeeper.
- g. Ken's a typist.
- h. Sylvia's the office manager.
- i. It's his typewriter.
- j. You're a programmer.

I▷Conversation

Ask these questions to and about the students in the class.

1. What's your name?
2. What's his name?
3. What's her name?