

Conversation Exercises in Everyday English: Book One

M F Jerrom and L L Szkutnik

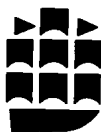


Conversation Exercises in Everyday English

BOOK I

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Illustrated by Michael ffolkes



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Foreword

Most people who learn English wish to speak it, but for those also who learn simply to be able to read the language, learning to speak is the best way of mastering the fundamentals.

The quickest way of learning to speak is to practise and practise speaking with such frequent repetition as to form habits of correct expression. This is much more important than the learning of descriptive grammar and vocabulary.

In this belief, the aim of this book is to help the teacher and the learner by providing a large number of ready-made conversations, and so to avoid the waste of time so common in classrooms when the 'conversation lesson' takes place, often a time of improvised questions and faltering, frequently incorrect, answers, punctuated by uneasy silences. The correct use of the book will ensure that all members of the class have ample practice in speaking, without hearing incorrect constructions.

Experience has shown that, using the exercises, every member of a class can speak a large number of times during a lesson, and it is hoped that the book will thus prove a valuable aid to courses in the English language. The same dialogues can be turned to again and again until they become familiar, and so the students acquire command of the functional grammar of the language without conscious effort.

The plan is based on the grading of verbal constructions, which are the backbone of the language. Although it is not the intention to provide a complete course, most of the common constructions are included, and a large number of everyday words as well. More advanced constructions are given in a second volume. The index will help the teacher to choose the exercises required.

Tape recordings are available with this book, and their use will greatly assist students in their pronunciation and intonation. See the inside front cover for details of these tapes, and page v for a note on their use.

Guide to using this book

Each page gives two set dialogues illustrating a particular construction, followed by a dialogue 'frame' of the same type with numbered gaps into which pupils can put suitable words and phrases taken from the numbered lists (or substitution tables) below. The numbers of the gaps refer to the numbers of the lists.

In the PRACTICE dialogues and lists one oblique stroke indicates a choice of single words, two oblique strokes a choice of word groups; e.g., he/she is.

Yes, I am./No, I'm not.

Some words in the dialogues and lists are in brackets. These words are required in certain constructions only, or in a few cases are optional additions.

It is suggested that:

- (1) The teacher, having chosen the appropriate exercise, gets the class to repeat after him the set dialogues.
- (2) Then, the class having been paired off, the pairs in turn read the dialogues round the class.
- (3) Next, the class repeats a number of variations chosen by the teacher.
- (4) The pairs then repeat the substitution dialogue, without the aid of the teacher, choosing their own variations.

Suppose, for example, the class is working the dialogues on p. 12, the first use of the Present Continuous Tense. After repeating the set dialogues round the class, attention passes to the dialogue frame and tables, as follows:

A: Where's X just now?

B: . . . 7.

A: Is he/she very busy?

B: Yes, he/she is. He/She's . . . 1 + ing.

X	7	1 + ing
Mr Brown	at work	reading
Dr Black	in town	typing
Fred	at the office	working
Jane	in the kitchen	cooking
Alice		washing·up
Henry		sewing
		shopping

The first pair have a number of choices, and perhaps the dialogue goes like this :

A : Where's Jane just now?

B : At work.

A : Is she very busy?

B : Yes, she is. She's typing.

The next pair may continue :

A : Where's Fred just now?

B : At school. (*From the second set dialogue.*)

A : Is he very busy?

B : Yes, he is. He's reading.

And so on round the class.

This procedure allows the use of a great variety of dialogues and gives the students some freedom of choice of meaning, without choice of construction. This limited freedom of choice (and the occasional ill-assorted meanings that will arise) should be sufficient to prevent monotony.

The dialogues can also be very useful for private students, especially if working in pairs.

Note: The classification implied by the choice of numbers in the exercises does not pretend to be anything more than a practical aid, as follows :

- X, Y, Z Proper names
- 1 Infinitive without 'to'
- 2 Past Simple
- 3 Past Participle
- 4 Adjectival elements
- 5 Noun elements
- 6 Modifiers of time
- 7 Modifiers of place

No personal names are given in the lists after p. 24. A complete list of names used in the book appears on p. 150.

USE OF THE TAPE RECORDINGS

In Class. The teacher should first allow the class to listen to the spoken dialogue while looking at the text in their books. The class should then repeat the parts of the dialogue in the pauses provided

in the second recording—first together, and then individually or in pairs as the teacher directs, the teacher stopping the tape recorder and winding back the tape for replaying a number of times until the sound of the dialogue is sufficiently familiar. The class can then proceed to deal with the second set dialogue and the practice dialogues as recommended above.

Individual students. With students working alone, in pairs or in the language laboratory the same procedure can be used, the student stopping and winding back the tape for replaying until the dialogue has been sufficiently practised.

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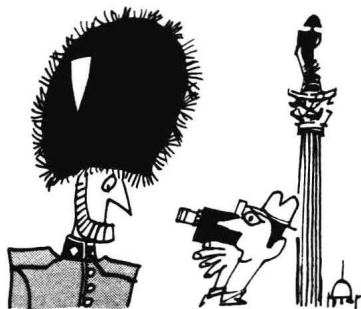
Jack is in London

A: Jack is in London.
B: In London?
A: Yes, he is in London.

A: Jim is in Paris.
B: In Paris?
A: Yes, he is in Paris.

PRACTICE

A: X is in . . . 7.
B: In . . . 7?
A: Yes, he is in . . . 7.



X	7
Fred	New York
Paul	Calcutta
Tom	Karachi
Mr Brown	Warsaw
Mr Grey	Oxford
Dr White	Liverpool

She is in New York

A: Mary is in New York.

B: In New York?

A: Yes, she is in New York.

A: Kate is in Warsaw.

B: In Warsaw?

A: Yes, she is in Warsaw.

PRACTICE

A: X is in . . . 7.

B: In . . . 7?

A: Yes, she is in . . . 7.

X

7

Jill

London

Joan

Oxford

Peggy

Moscow

Susan

Delhi

Miss Green

Karachi

Mrs Jones

Cairo

They are in Paris

A: Jack and Jill are in Paris now.

B: In Paris?

A: Yes, they are in Paris.

A: Mr and Mrs Brown are in Delhi now.

B: In Delhi?

A: Yes, they are in Delhi.



PRACTICE

A: X and Y are in . . . 7 now.

B: In . . . 7?

A: Yes, they are in . . . 7.

X

Peggy
Mr Jones
Dr Grey
Paul
Bill
Edith

Y

Kate
Tom
Jane
Amy
Miss Green
Mrs Black

7

London
Karachi
Lahore
Sydney
Oxford
New York

Is Jim in Paris now?

A: Is Jim in Paris now?

B: Yes, he is.

A: And Kate?

B: She is in Paris too.

A: Is Jill in New York now?

B: Yes, she is.

A: And Jack?

B: He's in New York too.

PRACTICE

A: Is **X** in . . . **7** now?

B: Yes, he/she is.

A: And **Y**?

B: He/She is/'s in . . . **7**
(too).

X

Mr Brown

Jane

Tom

Susan

Paul

Mary

Y

Miss Green

George

Peggy

Fred

Elsie

Ted

7

Mexico

Calcutta

Lahore

Moscow

Warsaw

Peking

Where is she?

A: Is Kate in London now?

B: No, she isn't.

A: Where is she?

B: In Manchester.

A: Is Tom in France now?

B: No, he isn't.

A: Where is he?

B: In Cambridge.



PRACTICE

A: Is **X** in . . . **7** now?

B: No, he/she isn't.

A: Where is he/she?

B: In . . . **7**.

X

7

Jill

India

Fred

Pakistan

Susan

Poland

Jim

Newcastle

Dr Black

Paris

Mrs White

Spain

Where are they?

A: Are Jim and Paul in Chicago now?

B: No, they are not.

A: Where are they?

B: They are in New York.

A: Are Kate and Jane in Oxford now?

B: No, they aren't.

A: Where are they?

B: They're in London.

PRACTICE

A: Are X and Y in . . . 7 now?

B: No, they are not/aren't.

A: Where are they?

B: They are/'re in . . . 7.

X

Jack
Fred
Mrs Brown
Mr Smith
Tom
Mary

Y

Jill
Susan
Peggy
Miss Green
Dr Grey
Dick

7

Warsaw
London
Paris
Glasgow
Madrid
Lisbon

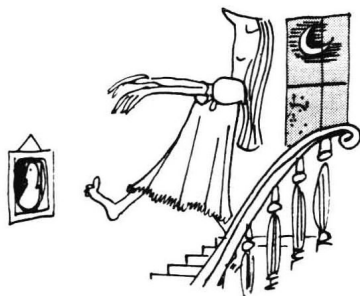
Aren't you tired?

A: Aren't you tired?
B: No, I'm not. Are you?
A: No, I'm not either.

A: Isn't Peggy sleepy?
B: No, she isn't. Are you?
A: Yes, I am.

PRACTICE

A: Aren't you } . . . 4?
 Isn't X }
B: No, I'm not. } Are you?
 he/she isn't. }
A: Yes, I am. // No, I'm not (either).



X

Susan
Miss Green
Paul
Fred
Amy
Bill

4

hungry
thirsty
well
very well
happy
late

How are you?

A: How are you?

B: I'm very well, thank you.

A: And how is Mr Green today?

B: He isn't very well, I'm afraid.

A: How are you?

B: I'm very well, thank you.

A: And how's Jim today?

B: He's very well too.

PRACTICE

A: How are you?

B: I'm very well, thank you.

A: And how is/'s X today?

B: He's/She's . . . 4 (too). // He/She isn't very well, I'm afraid.

X

4

Joan

all right

Fred

fine

Jill

quite well

Miss Green

fit

Mr Brown

much better

Dr Smith