

**ESL III (Access) - VPAU502:**  
Engage in casual conversation and straightforward spoken transactions.

**Element 1:** Interpret a casual conversation on everyday topics.  
Performance Criteria: 1.1 / 1.2 / 1.3 / 1.4 / 1.5 / 1.6

STUDENT NAME:

DATE:



Listening Source:

<http://youtu.be/fFCRoWDtwBo>

### Pre-Listening: Predicting

Look at the title and the picture; what do you think this is going to be about? What and/or who might be featured? Where could they be? Why?

### 1-2 Main topics, opinions, attitudes

List the main topics and/or opinions or attitudes you can recall from listening/watching. Stick to the general or most important points.

### 1-3 Details / Implied Meanings

List any additional details from the conversation's main section, opinions or attitudes.  
Are there any implied meanings (where speakers mean something but don't say it directly)?

### 1-1 Context/Situation + Relationships

What sort of environment does the communication take place in? Social, cultural, educational, vocational (etc.) setting? What is the general topic (family, experiences, recreation, events/issues, etc.)?

### 1-4 Emotional states/Attitudes

What sorts of emotions and attitudes do different speakers show? Why?

### 1-5 Conversational Strategies

How is conversation initiated (started)? Is anything repeated for interest/emphasis? How do speakers respond to each other? Are there interruptions, questions, changing of topic, invitations for others to participate? How is it handled? How is non-verbal behaviour used in the conversation?

### 1-6 Clarifications/Ambiguous points

Do speakers ask for clarification or additional information? How?  
Is there anything said that could mean more than one thing? Is this deliberate?

### Language Notes

- Sentence structures (simple, compound, complex)
- Verb tenses/aspects (present perfect continuous, past perfect, present and past passive, conditionals)
- Range of modals and reported speech, phrasal verbs, adjectives, adverbs, adverbial phrases
- Conversational discourse markers, conjunctions, modifying words and phrases to explain/qualify ideas
- Colloquial and idiomatic expressions; syntactic, semantic, logical, contextual cues
- Tone, stress, intonation to modify meanings or show opinions or attitudes

### VERIFICATION OF OWN WORK

Identify which of the sections above you did independently or with the help of others.  
Sign your work, indicate date and place of lesson (+ name of teacher)  
Include a link to any recordings or photographs documenting this lesson.



## Activity Extension A

## ▶ Activity Extension B

Consider a range of follow up activities, including but not limited to:

- *Making a full listening transcript of the oral text, with corrections and language notes alongside*
- *Writing an informative, summarizing, fictional or opinion-based text in response to the topic*
- *Making a script and adjusting it so that different outcomes happen as a result of the conversation, then perform it*
- *Continuing the scene/context with new scripts and additional outcomes*
- *Preparing an oral presentation that responds to or extends the topic or issues in some way*
- *Making a list of questions to interview or survey one or more classmates in relation to topics relevant to the conversation*
- *Engage in targeted practice using stress, intonation and tone from the conversation but in new/other contexts and situations*
- *Target a few of the conversational strategies and apply them in new/different contexts*
- *Practice making implied meanings or using ambiguity in speech*
- *Expanding and doing targeted practice with specific grammar and/or vocabulary to emerge from the text*

