

Warm up

Start out by exemplifying good and bad responses to a conversation partner. Write a few conversational statements/questions on the board. Invite a volunteer to come up to the front of the class to choose and say one of the statements/questions to you, as if you are having a conversation. Get each student to say the same sentence twice. Give one appropriate response and one inappropriate response. The class has to identify which is which and try to explain. For example, you could ask a relevant follow-up question, answer a question politely, or give a short response to show interest (all appropriate); or you could change topic immediately, interrupt the student, give an overly long response, or ask an abrupt question (all inappropriate). You could also ask the student you are having a 'conversation' with to tell the class how your responses made them feel. Repeat with a few students, exemplifying as many types of response as possible.

Using the Factsheet

The Factsheet sets out some of the key features of this functional language. It also gives practical strategies to help students develop and gain confidence when using the language. Get students to work through the Factsheet first before they go on to work through the Worksheet and engage in the practice tasks.

There are two possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.

Theory to practice

1   **01 Read the transcript and listen to the conversation. In pairs, explain the highlighted examples (1–8).**

- Allow students time to read the transcript before you play the recording.
- Play  **01**, reminding students to listen to the stress and intonation.
- Discuss the first highlighted example together as a class, if necessary, and then allow pairs to discuss the other examples. There is no need to provide answers at this stage, as students will read some explanations and listen again to check in Exercise 2; but you can discuss and use students' ideas as a springboard for the next exercise.

Transcript

01

Lee How do you know Sara?

Jim We met at university.

Lee Oh, yeah? Were you on the same course?

Jim No, actually we met through sport. Anyway, what about you? How did you meet Sara?

Lee I knew her at primary school.

Jim Really?

Lee Yeah, we were best friends, but then her family moved, and we lost contact.

Jim So how did you meet again?

Lee We met at a festival in the summer. We got on really well – just like before.

Jim That's amazing after all those years.

Lee Yes, it is. Anyway, what do you do, Jim?

Jim Oh, I'm a designer. I work for a company in Abu Dhabi.

2  **01 Read the explanations of the highlighted examples in Exercise 1. Then listen again.**

- Allow students time to read; or read through together as the class, pausing to allow students to absorb the information.
- Play the recording again for consolidation, and discuss/practise the examples as you wish.

Using the Worksheet

Practice

1 **Read the advice about conversations. Is it good or bad? Tick for each sentence.**

- Students work individually, then check answers with a partner. Elicit answers, and encourage students to explain why the bad advice is wrong.

Answers

- a** Bad advice
- b** Bad advice
- c** Good advice
- d** Bad advice
- e** Good advice
- f** Bad advice

2  **Read the sentences. Are they appropriate ways of starting a conversation with someone you don't know? Work in pairs to decide, and tick your answers.**

- Read the instructions with the class and make sure students get the idea.
- Allow students time to read and think before discussing their thoughts in pairs.
- Provide feedback by checking answers as a class. There is not always only one correct answer – the suggested answers below give broadly correct ideas for British contexts, but the appropriateness of each sentence will obviously depend on various considerations. Encourage students to justify their answers, if they can, and discuss different possible interpretations.

Suggested answers

- a** Inappropriate – it is too direct and personal as an initial question.
- b** Appropriate – Alana is common to both speakers.
- c** Inappropriate – the speaker doesn't know if the other person likes crime drama yet. The answer is more likely to be *no* than *yes*.
- d** Appropriate – the gym is common to both speakers and likely to provide a basis for further conversation.
- e** Appropriate – the comment is positive and likely to initiate a response. It doesn't matter if the answer is *yes* or *no*.
- f** Inappropriate – it is much too direct and arbitrary as an initial question.
- g** Appropriate – the comment is positive and likely to initiate a response.

3  **Read the sentences. Are they responses to good news or bad news?**

- Read the instructions with the class, and make sure students get the idea.
- Model each response yourself, using appropriate stress and intonation. Say item **b** positively with rising intonation to ensure it's a response to good news.
- Give students time to work directly in pairs. Tell them they can ask you to repeat any of the sentences.
- Provide feedback by checking answers as a class. Model and drill as you go in preparation for the next stage.

Answers

- a Good news
- b Good news
- c Bad news
- d Good news
- e Bad news
- f Bad news
- g Good news
- h Bad news

4  **Practise in pairs. One student gives good or bad news. The other responds using a phrase from Exercise 3. Then swap roles.**

- Read the instructions with the class, and make sure students get the idea.
- You could see if anyone wants to give an example. They give you some good or bad news, and you respond. You could also model giving good or bad news, and get students to give a response.
- Give students time to plan some good and bad news comments to make.
- Allow pairs time to practise, taking turns. Monitor closely to check performance, and offer guidance. Perhaps suggest students practise with new partners.

5  **Read the five conversations (a–e). What might person B say in each space? In pairs, think of possible follow-up comments or questions.**

- Make sure students don't look ahead to the options in the next exercise. Read the instructions with the class. Point out that each exchange is formed with a comment, a short response like those they have just practised in Exercise 4, and then a (missing) follow-up comment.
- Elicit a couple of suggestions for the first follow-up comment, and then allow pairs time to come up with more ideas for each conversation. Students might want time to think individually first. Since they will be asked to insert the actual phrases the speakers use in Exercise 6, it would be better if they listed their ideas in notebooks, rather than writing them in the gaps on the Worksheet.
- Monitor closely to check progress, and give guidance as necessary.
- Select two or three pairs to suggest comments for each exchange. Don't make suggestions of your own, as students will read suggested options in Exercise 6.

6 **Put the responses (1–5) into the correct spaces in the conversations in Exercise 5.**

- Students work individually, then check answers with a partner.
- There is no need for feedback, as students will listen to check their answers in Exercise 7.

7   **02 Listen to check your answers to Exercise 6. Then practise the conversations with a partner.**

- Play  **02** through once as students check.
- Play the recording again, pausing to drill selectively, in preparation to practise.
- Allow students the time they need to practise. Monitor closely to pick up on their use of stress and intonation. Stronger students could cover the transcript and try to remember their responses.

Answers

- a 4
 b 1
 c 5
 d 3
 e 2

Transcript 02

- a **A** I've known Tim since we were at secondary school.
B Really? Were you in the same class?
- b **A** We've just come back from two weeks in Bali.
B Bali! Wow! I bet it was hot out there.
- c **A** Actually, I didn't do as well in the exams as I was hoping.
B I'm sorry to hear that. Will it affect your choice of university?
- d **A** I went to see that new Aladdin movie last night.
B Did you? Is it as good they say?
- e **A** I got to the concert late and missed the first three songs.
B Oh, that's a shame. Did you enjoy the rest of the evening?

8 03 **Listen to the start of a conversation and talk in pairs.**

- Make sure students don't look ahead to Exercise 9. Read the instructions with the class and make sure they understand what they need to do.
- Play  03 and give pairs time to note down the key phrases they hear.
- Refer students to the transcript. You could show an electronic copy on the board and point out key phrases. Play sections of the audio again, if necessary.
- Establish that the topic should probably now change, and elicit a few suggestions as to how Mia could invite Jack to say more.

Transcript 03

- Jack** What do you do in your free time?
Mia Well, I play sudoku quite a lot.
Jack Sudoku, really?
Mia Yes, I'm in the university sudoku club.
Jack Oh yeah? When do you meet?
Mia Every Thursday at seven. On Saturdays we play in sudoku tournaments, too.
Jack Wow! That's great! Do you ever win?
Mia All the time! We're one of the best teams in this region.

9 The next part of Jack and Mia's conversation is below, but the lines are in the wrong order. Write the name of the speaker (Jack or Mia) next to each line, and number the lines in the correct order (1–6).

- Make sure students understand that this is the continuation of the conversation in Exercise 8.
- Give students time to work individually. They can check their answers in pairs.
- There is no need to provide answers, as students will now listen to check in Exercise 10.

10  **04 Listen to check your answers to Exercise 9. Then practise the full conversation in pairs. Cover the Worksheet and try to remember it.**

- Play  **04** through once as students check. Play the recording again, pausing in preparation for practice.
- The aim shouldn't be to remember the conversation word-for-word. Emphasize that students should focus on turn-taking and their use of the fixed expressions.

Answers

- 5 Mia** And say what you think of it. Where do you meet?
2 Jack Actually, I do. I belong to a book club.
6 Jack In the library, at 7 p.m. on a Tuesday.
4 Jack We all read the same book and then meet once a week to discuss it.
1 Mia What about you? Do you belong to any clubs?
3 Mia Do you? That sounds interesting. What do you do, exactly?

Transcript

 **04**

- Mia** What about you? Do you belong to any clubs?
Jack Actually, I do. I belong to a book club.
Mia Do you? That sounds interesting. What do you do, exactly?
Jack We all read the same book and then meet once a week to discuss it.
Mia And say what you think of it. Where do you meet?
Jack In the library, at 7 p.m. on a Tuesday.

11  **Work in pairs. Invent a conversation in each of the situations below.**

- Have a time limit in mind. Pairs should practise all three situations with minimal preparation, rather than write a conversation for one situation – the focus here is on spontaneous speaking.
- Monitor closely to check performance and offer comments. You could select pairs to act out their conversations for the class.

Reflect

12  **Discuss the questions.**

- Have a fairly brief whole-class discussion about what students learnt in the lesson. You might prefer to do this in L1. Answer any questions. Students could think about the Reflect questions later at home.