DISCOVER CONVERSATION

Teacher's Book

Andy Boon
Darren Halliday

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Dear Teacher

Welcome to Discover Conversation. This book aims to make the world of spoken interaction more understandable, accessible, and usable for your students. It helps break down the complexity of real interactions into small and manageable chunks. It also provides easy to follow scaffolding activities that help to build more authentic learner conversations in the classroom. The book is divided into three specific sections: Small talk, Transactions, and Storytelling. Students can then learn and practice short conversations in which speakers talk to keep positive relationships with people, conversations in which speakers want to achieve something, and longer conversations in which speakers want to share their stories with each other.

In each unit, students:

- discuss a picture or series of pictures and a situation. Students answer questions about the pictures to introduce key vocabulary to them and help them think about the conversational situation featured in the unit.
- practice short 'moves' in the conversation. Each move has a specific function that helps to build or structure the whole conversation. Practice tasks also introduce students to the key phrases they will listen to in the conversation featured in the unit.
- Listen to a near-authentic conversation.
- Analyze the featured conversation by coding the moves in it.
- Review the moves they have learned in the practice tasks.
- Examine particular unique features of spoken interaction within the conversation.
- Create their own role-play situations.
- Role-play conversations with their classmates.
- Record their conversations using their smartphones.
- Transcribe their best conversation as a record of their learning through the course.

Students have a 'BLAST': they Build, Listen, Analyze, Speak, and Transcribe.

The Teacher's Book for Discover Conversation contains a step-by-step guide to each unit, including teaching ideas and task answers and a suggested pacing guide. Please refer to the Teacher's Book for more information.

We have had a blast creating the Discover Conversation book. We really do look forward to conversations with you regarding your and your students' experiences in the classroom with the material.

You are now ready to Discover Conversation.

Thank you and best regards,
Andy Boon and David Harrington.

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Pacing Guide - For a one-year course

(Two semesters: 30 classes – 90 minutes):

Lesson	Unit	Task	Pages	Homework
01	00	A-C	4-5	-
02	01	A,B,C,D	6-11	Review pages 6-11
03	01	E,F,G,H	11-12	Complete Task H, p.13
04	02	A,B,C,D	14-19	Review pages 14-19
05	02	E,F,G,H	19-21	Complete Task H, p.21
06	03	A,B,C,D	22-27	Review pages 22-27
07	03	E,F,G,H	27-29	Complete Task H, p.29; Sudy for test.
08	-	Mid-term Test	4-29	
09	04	A,B,C,D	30-35	Review pages 30-35
10	04	E,F,G,H	35-37	Complete Task H, p.37
11	05	A,B,C,D	38-43	Review pages 38-43
12	05	E,F,G,H	43-45	Complete Task H, p.45
13	06	A,B,C,D	46-51	Review pages 46-51
14	06	E,F,G,H	51-53	Complete Task H, p.53; Study for test.
15	-	Final Test	30-53	
16	-	Free Lesson	-	
17	07	A,B,C,D	54-59	Review pages 54-59
18	07	E,F,G,H	59-61	Complete Task H, p.61
19	08	A,B,C,D	62-67	Review pages 62-67
20	08	E,F,G,H	67-69	Complete Task H, p.69
21	09	A,B,C,D	70-74	Review pages 70-74
22	09	E,F,G,H	74-77	Complete Task H, p.77; Study for test.
23	-	Mid-term Test	54-77	
24	10	A,B,C,D	78-83	Review pages 78-83
25	10	E,F,G,H	83-85	Complete Task H, p.85
26	11	A,B,C,D	86-91	Review pages 86-91
27	11	E,F,G,H	91-93	Complete Task H, p.93
28	12	A,B,C,D	94-99	Review pages 94-99
29	12	E,F,G,H	99-101	Complete Task H, p.101; Study for test.
30	-	Final Test	-	

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Pacing Guide - For a one-semester course

(Two semesters: 15 classes – 90 minutes):

Lesson	Unit	Task	Pages	Homework
01	00	A-C	4-5	-
02	01	A-G	6-12	Task H, p.13
03	02	A-G	14-20	Task H, p.21
04	03	A-G	22-28	Task H, p.29
05	04	A-G	30-36	Task H, p.29
06	05	A-G	38-44	Task H, p.29
07	06	A-G	46-52	Task H, p.53; Study for test.
08	-	Mid-term Test	4-52	
09	07	A-G	54-60	Task H, p.29
10	08	A-G	62-68	Task H, p.29
11	09	A-G	70-76	Task H, p.29
12	10	A-G	78-84	Task H, p.29
13	11	A-G	86-92	Task H, p.29
14	12	A-G	94-100	Task H, p.101: Study for test.
15	-	Final Test	-	

*Remember, many variations are possible. You may also choose to negotiate the syllabus with your students. You could have them decide which units they wish to cover in class and which units they may wish to study at home.

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AUDIO

AUDIO FOR DISCOVER CONVERSATION

Each unit (01-12) has one audio track.
You will need the audio tracks for Task C – LISTENING TO THE CONVERSATION.
Please download the 12 audio tracks from: www.halico.jp/free-audio

Also, have your students download the audio to their smartphones, tablets, or computers, too. That way, they can listen to the conversations again when reviewing units.

RECORDING CONVERSATION

IMPORTANT: In Discover Conversation, students will record and transcribe the conversations they have in class. Make sure at the start of the course that students have a voice recording function on their smartphones, tablets, or other devices. If not, you may wish to provide voice recorders to students who do not have them.

A NOTE ON NEAR-AUTHENTICITY

We would like to argue that Discover Conversation offers students exposure to near-authentic conversations. However, what do we mean by near-authentic? Each unit of Discover Conversation is centered around a featured dialog. The dialogs were created by the help of actors. Actors were given a situation e.g. You are hungry. You want to find somewhere to eat. The actors were then told to converse about the situation. Scripts were NOT provided in order that their interactions would be as close to authentic conversation as possible. The unscripted dialogs were recorded and then transcribed by the authors. The authors edited content slightly with regards to length of the dialog and occasional change of lexis but with the aim of retaining as much of the authenticity of the original conversation as possible. Dialogs were then analyzed for the 'moves' contained within them and turned into teachable tasks in the B – BUILDING THE CONVERSATION section of the units. In order to create the C – LISTENING TO THE CONVERSATION section of the units, voice actors were then used to reproduce each original dialog. Care was made to retain the unique spoken features of the original dialogs e.g. false starts, hesitations, interruptions, and so on. We hope this unique method of textbook creation provides students with a more authentic experience of listening to and producing spoken discourse in and outside of their classrooms.

UNIT ZERO

Section A (p.4):

The aim of Section A is to get students thinking about different types of conversations in their daily lives.

- Put students in pairs to do Task A - answer questions 1-5. Answers will vary.
- Have students work in new pairs and share their answers for questions 1-4 and repeat question 5.
- Repeat question 5 with new partners.
- [OPTION] Have students look at other pictures on the front cover of Discover Conversation or pictures from the Internet. Repeat questions 1-5.

Section B (p.4-5):

The aim of Section B is to orient students to the types of conversations and topics they will practice in Discover Conversation.

- Explain to students that Discover Conversation is divided into three parts. In units 1-3, students will practice small talk. In units 6-9, students will practice transactional conversations. In units 10-12, students will practice storytelling.
- [OPTION] Explain your course syllabus and assessment to students.
- Put students into new pairs. Have them read Task 1 and answer the questions. Answers will vary.
- Check student understanding of the three types of conversation.
- Put students into new pairs. Have them complete Task 2 (p.5). Students can write Small Talk, Transaction, or Stories next to the correct topics.

ANSWERS:

Inviting somebody to go somewhere	Transactions
Telling a friend about a good experience you had	Stories
Talking with a stranger about a new class	Small talk
Asking somebody for help	Transactions
Finding somewhere to eat	Transactions
Talking about your future weekend plans	Small talk
Telling a friend about a bad experience you had	Stories
Telling a friend about something you bought	Stories
Thanking a friend	Transactions
Talking about what you did on the weekend	Small talk
Scheduling a date to meet	Transactions
Asking somebody for advice	Transactions

[Option] Have students look through the book and match the topics with the units that they will study:

ANSWERS:

Inviting somebody to go somewhere	Transactions - Unit 4
Telling a friend about a good experience you had	Stories - Unit 12
Talking with a stranger about a new class	Small talk - Unit 1
Asking somebody for help	Transactions - Unit 8
Finding somewhere to eat	Transactions - Unit 6
Talking about your future weekend plans	Small talk - Unit 2
Telling a friend about a bad experience you had	Stories - Unit 10
Telling a friend about something you bought	Stories - Unit 11
Thanking a friend	Transactions - Unit 7
Talking about what you did on the weekend	Small talk - Unit 3
Scheduling a date to meet	Transactions - Unit 5
Asking somebody for advice	Transactions - Unit 9

Have students work in new pairs and do Task 3. Answers will vary.

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UNIT ZERO

Section C (p.5):

The aim of Section C is to orient students to what they will do in each unit.

IMPORTANT: In order to record their conversations in class, students will need a voice recorder. Check with students that they have a voice recording function on their smartphones, tablets, or other devices.

- Have students read through the information in Section C.
- [OPTION] You may wish to pre-teach the words 'code' and 'move' before students read the information. A 'move' is a semantic and functional piece of text. Give an example on the board, Write "Excuse me!" and elicit from students when we would say this phrase. Explain that this is a move in a conversation. This move is to get attention from somebody before we start a conversation. Explain that 'coding' in Discover Conversation is similar to highlighting. Students will be asked to 'code' or identify the moves in the featured conversations.
- Check student understanding of what they will do in each unit.
- [OPTION] Have students look through Unit 1 and elicit the 8 tasks in each unit:

  A: THINKING ABOUT THE SITUATION
  B: BUILDING THE CONVERSATION
  C: LISTENING TO THE CONVERSATION
  D: ANALYZING THE CONVERSATION
  E: REVIEWING THE MOVES
  F: GETTING READY TO SPEAK

  G: ROLE-PLAYING THE CONVERSATION

UNIT 1: OPENINGS

Section A: THINKING ABOUT THE SITUATION (p.6):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

- Put students into pairs to do Task A - answer questions 1-5. Answers will vary.
- Have students share their answers with a different pair.

Section B: BUILDING THE CONVERSATION (p.7-9):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

Move 1: GETTING ATTENTION (p.7)

- Have students read the note and the examples in the speech bubbles.
- Put students into pairs to complete Task 1.1.

Possible answers:

DIFFERENCES - 1 and 2 are more casual phrases. 3 is more formal.

1. *Hey!*   *Yeah?*
2. *Hi!*   *Hi?*
3. *Excuse me!*   *Yes?*
4. *Pardon me.*   *Uh huh.*
5. *Er…*   *Can I help you?*

[OPTION] Have students stand up and walk around the classroom getting attention and responding with their classmates for a set period of time e.g. 2-3 minutes.

Move 2: REQUESTING TO SIT DOWN (p.7)

- Have students read the note and the examples in the speech bubbles.
- Put students into pairs to complete Task 2.1.

Possible answers:

DIFFERENCES – Questions 1-3 get increasingly more indirect.

1. *Can I sit here?*   *Sure.*
2. *Is this seat open?*   *Yes it is. Please sit down.*
3. *Is there anyone sitting here?* *No.*
4. *Is this seat available?*   *Yes. Be my guest.*
5. *Do you mind if I sit here?*   *No, not at all.*

[OPTION] Have students stand up and walk around the classroom getting attention, requesting to sit down, and responding with their classmates for a set period of time e.g. 2-3 minutes.

Move 3: OPENING QUESTIONS OR COMMENTS (p.8)

- Have students read the note.
- Have students work individually to complete Task 3.1
- Have students share their answers with a partner.

Possible answers:

3. Do you know if we need a textbook for this class?
4. Wow! Many people are taking this class.

UNIT 1: OPENINGS

Move 4: KEEPING THE CONVERSATION GOING (p.8)

- Have students read the note and the examples in the speech bubbles.
- Put students into pairs to complete Task 4.1.
- [Option] Provide students with examples of how you could keep the conversation going on a separate handout (See below). For each example, have students label whether the conversation is agreeing, disagreeing, asking a question, or making a further comment:

Possible answers:

Agreeing

    A: Have you taken any classes with this professor before?
    B: No, I hear he's really strict.
    A: Yeah, I heard that, too.

Disagreeing –

    A: Have you taken any classes with this professor before?
    B: No, I hear he's really strict.
    A: Oh? My friend told me he's not that bad – quite kind, in fact.

Asking a question –

    A: Have you taken any classes with this professor before?
    B: No, I hear he's really strict.
    A: Really? Who told you that?

Making a further comment –

    A: Have you taken any classes with this professor before?
    B: No, I hear he's really strict.
    A: Well, it might not be too bad. At least we might learn something.

Move 5: INTRODUCING YOURSELF (p.9)

- Have students read the note and the example in the speech bubbles.
- Put students into pairs to complete Task 5.1.

Possible answers:

    By the way, my name's Andy.   *By the way, I haven't introduced myself. I'm Andy.*
    Oh, I'm Andy by the way   *By the way, I'm Andy. What's your name?*
    By the way, I'm Andy. Nice to meet you

[OPTION] Have students stand up and walk around the classroom introducing themselves with their class-mates for a set period of time e.g. 2-3 minutes.

Move 6: CLOSING THE CONVERSATION (p.9)

- Have students read the note and the example in the speech bubbles.
- Have students work individually to complete Task 6.1.
- Have them share their answers with a partner.

Possible answers:

    Looks like the class is going to start.   *OK. Talk to your after.*
    Oh. the teacher is here.   *OK. It was nice talking to you.*
    The teacher is here. I'll talk to you later.   *Sure. Let's grab a coffee.*
    Talk to you later.   *Yeah. Talk to you later.*
    Well, there's the bell. Here we go.   *Indeed.*

[OPTION] Have students stand up and walk around the classroom closing the conversation with their classmates for a set period of time e.g. 2-3 minutes. Section C: LISTENING TO

UNIT 1: OPENINGS

Section C: LISTENING TO THE CONVERSATION (p.10):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B.

- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 1 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.

Answers:

1. Mike: Hey!

2. Jennifer: Yeah?

*3. Mike: **Can I sit here?***

4. Jennifer: Sure.

*5. Mike: Ah, **have you taken any classes with this professor before?***

*6. Jennifer: No. **I hear he's really strict**.*

7. Mike: Yeah…that's…I heard that, too. That's something I'm really, really worried about.

8. Jennifer: He's apparently one of the hardest graders for this particular level.

9. Mike: Oh man, I really…I can't afford to fail any classes, 'cos I'm on a scholarship.

10. Jennifer: You know, I…..I actually..er…I'm really worried about this, 'cos it's the last semester for me. I'm supposed to graduate next semester and I don't ….if I don't pass this class, I'm not getting out of here.

11. Mike: Wow! Well, I guess we just have to wish and hope that this guy is actually really not as strict as everyone says.

12. Jennifer: That's pretty unlikely…

*13. Mike: Yeah. **Oh, I'm Mike by the way.***

14. Jennifer: Oh hi, I'm Jennifer.

*15. Mike: **Well, it looks like the professor's here**.*

16. Jennifer: Oh no!

UNIT 1: OPENINGS

Section D: ANALYZING THE CONVERSATION (p.11):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.

Answers:

1. GETTING ATTENTION & RESPONDING

1. Mike: Hey!

2. Jennifer: Yeah?

2. REQUESTING TO SIT DOWN & RESPONDING

3. Mike: Can I sit here?

4. Jennifer: Sure.

3. OPENING QUESTIONS ON THE SITUATION & RESPONDING

5. Mike: Ah, have you taken any classes with this professor before?

6. Jennifer: No. I hear he's really strict.

4. KEEPING THE CONVERSATION GOING

7. Mike: Yeah…that's…I heard that, too. That's something I'm really, really worried about.

8. Jennifer: He's apparently one of the hardest graders for this particular level.

9. Mike: Oh man, I really…I can't afford to fail any classes, 'cos I'm on a scholarship.

10. Jennifer: You know, I…..I actually..er…I'm really worried about this, 'cos it's the last semester for me. I'm supposed to graduate next semester and I don't ….if I don't pass this class, I'm not getting out of here.

11. Mike: Wow! Well, I guess we just have to wish and hope that this guy is actually really not as strict as everyone says.

12. Jennifer: That's pretty unlikely…

13. Mike: Yeah………..

5. INTRODUCING THEMSELVES

13. Mike: ………..Oh, I'm Mike by the way.

14. Jennifer: Oh hi, I'm Jennifer.

6. CLOSING THE CONVERSATION

15. Mike: Well, it looks like the professor's here.

16. Jennifer: Oh no!

UNIT 1: OPENINGS

Section E: REVIEWING THE MOVES (p.11):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

- Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
- Have them work in pairs and small groups to share their answers.
- If students circled 'No' for any moves, have them look back at Section B and review the tasks.
- [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.
- [OPTION] You may wish to point out to students that the requesting to sit down move will only occur if the situation requires Speaker A to sit down next to Speaker B.

DID YOU NOTICE? (p. 11)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. As teacher, you may wish to focus on other aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

- Have students read the DID YOU NOTICE? information and refer back to the dialog on p.10.
- Explain to students about false starts, shortened forms, and phrases used to pause and think.
- [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
- [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.
- [OPTION] Have students come up with their own examples and share them with a partner
  e.g. "I was really…I was a little late for..er…class today, 'cos I overslept."

Section F: GETTING READY TO SPEAK (p.12):

The aim of Section F is to provide students with the opportunity to create their own role-play situations based on the featured dialog of the unit and the moves they have learned in Section B.

- Have students work individually to complete Task F.
- [OPTION] You may wish to provide an example on the board to help students complete the role-play card. E.g.

Who are you?	Tourist	Stranger
Where are you?	Bus station – waiting room	
How do you feel?	Confused	Happy
How would you comment on the situation?		Excuse me. Do you know which bus goes to Florida?

UNIT 1: OPENINGS

Section G: ROLE-PLAYING THE CONVERSATION (p.12):

This is the core task of the unit. Students use what they have learned to role-play conversations with many classmates.

- Put students into pairs to complete Task G.
- Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
- Students explain their role-play situation to each other.
- Students role-play and switch roles.
- After role-playing, students repeat with a new partner.
- Keep repeating until the set time has elapsed for role-playing.
- Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on.
  E.g. I can get someone's attention well and I can say hello. I need to work on keeping the conversation going. My conversations were too short. Sometimes, I didn't know what to say to keep the conversation going.
- [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.13):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions and progress throughout the course.

- Have students listen back through their recorded conversations in Task G.
- Have students choose their best conversation.
- Have students write the dialog in the space provided.
- [OPTION] Have students read their dialog with a partner.
- [OPTION] Have students work in groups to read and comment on each other's dialogs.
- [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
- [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
- [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class.

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UNIT 2: TALKING TO FRIENDS

Section A: THINKING ABOUT THE SITUATION (p.14):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

Remind Students of the two characters in Discover Conversation, Mike and Jennifer.
Put students into pairs to do Task A - answer questions 1-5. Answers will vary.
Have students share their answers with a different pair.

IMPORTANT – the pictures of the family eating food, Chinese restaurant, and train station platform are connected to the dialog that students will focus on in Unit 2. It is a good idea for you to preview the dialog on p.18 and audio before teaching Unit 2 as you may wish to guide students to certain answers at this stage and pre-teach key vocabulary. Alternatively, you may wish to leave Task A purely as a prediction exercise and return to the questions and pictures in Task A once students have listened to the dialog in Task C.

Section B: BUILDING THE CONVERSATION (p.15-17):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

Move 1: SAYING HELLO (p.15)

- Have students read the note.
- Put students into pairs to complete Task 1.1.

Possible answers:

DIFFERENCES - 1 and 2 are more casual phrases. 3 Is more formal.

1. Hey!	Hey!
2. Hi!	Hi there!
3. Hello!	Hello!
4. Good morning.	Hey, morning.
5. What's up?	Not much.

- [OPTION] Have students stand up and walk around the classroom saying hello and responding with their classmates for a set period of time e.g. 2-3 minutes.

Move 2: GREETINGS (p.15)

- Have students read the note.
- Put students into pairs to complete Task 2.1.

Possible answers:

DIFFERENCES – Questions 1 may be more formal than Questions 2-3

1. How are you?	I'm good, thanks.
2. How are you doing?	Not bad.
3. How are things?	Pretty good. And you?
4. How's it going?	Great, thanks. How about you?
5. How's everything?	Going really well, thanks. How are things with you?

UNIT 2: TALKING TO FRIENDS

- [OPTION] Explain to students when going through the answers to Task 2.1 that sometimes Speaker B may ask how Speaker A is, too.
- [OPTION] Have students stand up and walk around the classroom greeting and responding with their classmates for a set period of time e.g. 2-3 minutes.
- [OPTION] Have students look at the picture at the bottom of p. 15. Explain that people shake hands when they met for the first time. Explain that friends may shake hands, too – this might be after a short absence of not seeing one another.

Move 3: OPENING QUESTIONS (p. 16)

- Have students read the note.
- Have students work individually to complete Task 3.1.
- Have students share their answers with a partner.

Possible answers:

4. Got weekend plans?
5. What are you doing this weekend?

Responses will vary.

Move 4: KEEPING THE CONVERSATION GOING (p.16)

- Have students read the note.
- Have students read the two example ways to continue a conversation – asking Speaker B to tell you more information and making a comment on Speaker B's answer.
- Put students into pairs to complete Task 4.1.
- [Option] Make it friendly competition between pairs as to how long they can keep the conversation going for.
- [Option] Change student pairs and repeat with a new partner.

Answers will vary for this task.

Move 5: SWITCHING (p.17)

- Have students read the note and the speech bubble.
- Put students into pairs to complete Task 5.1.
- [Option] Extend the activity by introducing alternative opening questions – "*What time did you get up this morning?*" "*What did you have for breakfast?*" "*What are you doing tonight?*" etc.

Possible answers

3. And what about you?
4. And you?

Move 6: CLOSING THE CONVERSATION (p.17)

- Have students read the note and ways to close a conversation.
- Put students into pairs to complete Task 6.1.

Possible answers

2. Look at the time! I got to get to work.   *See you later. Bye.*
3. Anyway, I'd better get going. I've got to meet a friend.   *Catch you later. Bye.*

UNIT 2: TALKING TO FRIENDS

Section C: LISTENING TO THE CONVERSATION (p.18):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B.

- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 2 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.

Answers:

1. Mike: Hey, Jennifer!

*2. Jennifer: **Hey, Mike. How's it going?***

3. Mike: I'm good. Kinda tired. How are you?

*4. Jennifer: Not bad. Not bad. **What are you up to?***

5. Mike: Nothing. Nothing. I'm on my way to go see some family.

*6. Jennifer: Yeah…**Got weekend plans?***

7. Mike: Yeah, Just..er…like a little family reunion, you know.

*8. Jennifer: **Little family reunion?***

9. Mike: Yeah… Yeah… just about… you know… 20 of us.

10. Jennifer: Oh God! I hate family reunions.

*11. Mike: Yeah… Yeah… me too. **So, what are YOU up to?***

12. Jennifer: All right. Yeah… um. I actually kinda have a date. So… I… uh… was actually gonna try that place you recommended last week. The…

13. Mike: Oh… yeah yeah… that place is great… the Chinese place. Ask for Dan. He'll take good care of you.

*14. Jennifer: Awesome. Thank you. Uup… Here… **here's my train coming.***

15. Mike: Hey, let me know how it goes.

16. Jennifer: All right. Bye.

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UNIT 2: TALKING TO FRIENDS

Section D: ANALYZING THE CONVERSATION (p.19):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.

Answers:

1. Saying hello

1] Mike: Hey, Jennifer!

2] Jennifer: Hey, Mike....

2. Greetings

2] Jennifer: .... How's it going?

3] Mike: I'm good. Kinda tired. How are you?

4] Jennifer: Not bad. Not bad

3. Opening question

4] Jennifer: .....What are you up to?

5] Mike: Nothing. Nothing. I'm on my way to go see some family.

4. Keeping the conversation going

6] Jennifer: Yeah…Got weekend plans?

7] Mike: Yeah, Just..er…like a little family reunion, you know.

8] Jennifer: Little family reunion?

9] Mike: Yeah… Yeah… just about… you know… 20 of us.

10] Jennifer: Oh God! I hate family reunions.

11] Mike: Yeah… Yeah… me too.

5. Switching

11] Mike: .....So, what are YOU up to?

12] Jennifer: All right. Yeah… um. I actually kinda have a date. So… I… uh… was actually gonna try that place you recommended last week. The…

6. Closing the conversation

14] Jennifer: ....Oh… Here… here's my train coming.

15] Mike: Hey, let me know how it goes.

16] Jennifer: All right. Bye.

UNIT 2: TALKING TO FRIENDS

Section E: REVIEWING THE MOVES (p.19):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

- Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
- Have them work in pairs and small groups to share their answers.
- If students circled 'No' for any moves, have them look back at Section B and review the tasks.
- [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

DID YOU NOTICE? (p. 19)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. As teacher, you may wish to focus on other aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

- Have students read the DID YOU NOTICE? information and refer back to the dialog on p.18.
- Explain to students about repetition in responses (not bad, not bad), ellipsis in spoken questions (*Have you got any weekend plans? / Do you have any weekend plans? – Got weekend plans?*), and shortened forms (kind of – kinda).
- [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
- [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.
- [OPTION] Have students come up with their own examples and share them with a partner e.g. *"Good day yesterday? Not bad, not bad. I kinda stayed home all day."*

Section F: GETTING READY TO SPEAK (p.20):

The aim of Section F is to provide students with the opportunity to create their own role-play situations based on the featured dialog of the unit and the moves they have learned in Section B.

- Have students work individually to complete Task F.
- [OPTION] You may wish to provide an example on the board to help students complete the role-play card. E.g.

Who are you?	Classmate	Classmate
Where are you?	In the classroom at the end of class	
What is your opening question?	Doing anything exciting this weekend?	

UNIT 2: TALKING TO FRIENDS

Section G: ROLE-PLAYING THE CONVERSATION (p.20):

This is the core task of the unit. Students use what they have learned to role-play conversations with many classmates.

- Put students into pairs to complete Task G.
- Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
- Students explain their role-play situation to each other.
- Students role-play and switch roles.
- After role-playing, students repeat with a new partner.
- Keep repeating until the set time has elapsed for role-playing.
- Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on.
  E.g. I can greet and ask the opening question, but I forgot to switch and ask about Speaker B's weekend in many conversations with my classmates. Next time, I must remember to say, *"What about you?"* or *"What are you up to this weekend?"*

- [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.21):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions and progress throughout the course.

- Have students listen back through their recorded conversations in Task G.
- Have students choose their best conversation.
- Have students write the dialog in the space provided.
- [OPTION] Have students read their dialog with a partner.
- [OPTION] Have students work in groups to read and comment on each other's dialogs.
- [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
- [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
- [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class.

UNIT 3: USING FOLLOW-UP QUESTIONS

Section A: THINKING ABOUT THE SITUATION (p.22):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

- Remind Students of the two characters in Discover Conversation, Mike and Jennifer.
- Put students into pairs to complete Task A - answer questions 1-5. Answers will vary.
- Have students share their answers with a different pair.
- IMPORTANT – the pictures of the birthday cake, shrimps, movie theater, and James Bond (007) style action shot are connected to the dialog that students will focus on in Unit 3. It is a good idea for you to preview the dialog on p.26 and audio before teaching Unit 3 as you may wish to guide students to certain answers at this stage and pre-teach key vocabulary. Alternatively, you may wish to leave Task A purely as a prediction exercise and return to the questions and pictures in Task A once students have listened to the dialog in Task C.

Section B: BUILDING THE CONVERSATION (p.23-25):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

Move 1: SAYING HELLO & GREETINGS (p.23)

- IMPORTANT – In Unit 2, saying hello and greetings were treated as two separate moves in a conversation. In the Unit 3 featured dialog, the speakers skip the greeting move and go straight to the opening question after saying hello. Thus, the saying hello and greeting moves have been put together as one in this unit.
- Have students read the note.
- Put students into pairs to complete Task 1.1.
- Students may use the boxes to write in the words or phrases they have learned in Unit 2, p.15.
- [OPTION] Have students stand up and walk around the classroom saying hello, greeting, and responding with their classmates for a set period of time e.g. 2-3 minutes.

Move 2: OPENING QUESTIONS (p.15)

- Have students read the note.
- IMPORTANT – In Unit 2, the focus was on the future weekend. In Unit 3, the focus is talking about the past weekend.
- Put students into pairs to complete Task 2.1.

Possible answers:

2. How was your weekend?	*Good thanks. I went to see a movie at the movie theater.*
3. Did you have a nice weekend?	*Not bad. But, I had a lot of homework to do.*
4. What did you do on the weekend?	*I went shopping with my friends.*

- [OPTION] You may wish to point out to students that questions such as: How was your weekend? Did you have a nice weekend? – require the speaker to give an evaluation of their weekend (Good thanks; Not bad) before describing the weekend activity that they did.

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UNIT 3: USING FOLLOW-UP QUESTIONS

Move 3: ASKING FOLLOW-UP QUESTIONS (p. 16)

- Have students read the note.
- Have students work individually to complete Task 3.1.
- Have students share their follow-up questions with a partner.
- Have students keep each conversation going for as long as they can.
- [OPTION] Make it friendly competition between pairs as to how long they can keep the conversation going for.
- [OPTION] Change student pairs and repeat with a new partner.
- IMPORTANT – the statements in Task 3.1 serve as a preview to the language in the featured dialog in Unit 3.

Possible answers:

1. How did you celebrate it?
2. Wow. How much was it?
3. What movies did you see?
4. Did you like it?

Student follow-up questions will vary.

Move 4: SWITCHING (p.25)

- Have students read the note and the speech bubbles.
- Put students into pairs to complete Task 4.1.
- [OPTION] Have students stand up and walk around the classroom asking about each other's week-end, asking follow-up questions, and switching with their classmates for a set period of time e.g. 2-3 minutes.

Possible answers

3. What about you?
4. By the way, did YOU have a nice weekend?

IMPORTANT – the featured dialog in Unit 3 does not have a closing move, so students are not asked to practice this in Section B. The featured dialog ends in the middle of Mike and Jennifer's conversation. Therefore, you may wish to review closing the conversation – Unit 2, p. 17.

UNIT 3: USING FOLLOW-UP QUESTIONS

Section C: LISTENING TO THE CONVERSATION (p.26):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B.

- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 3 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.

Answers:

1] Mike: Hey, Jennifer.

2] Jennifer: Hey, Mike.

3] Mike: **Hey, what were you up to this weekend?**

4] Jennifer: I went to visit my family. It was my little brother's 18th birthday.

5] Mike: Oh, cool. How'd you celebrate it?

6] Jennifer: Yeah, so we took him to the movies. And then we went to Red Lobster. Had all you can eat shrimp. Pretty good.

7] Mike: Wow! That sounds awesome.

8] Jennifer: Yeah, I'm still pretty full. Ha ha ha. **How about you? Wha… What did you do?**

9] Mike: Um… I just kinda took it easy. **Went to see a couple of movies**.

10] Jennifer: Yeah

11] Mike: It was actually really, really good.

12] Jennifer: Yeah, **what movie did you see?**

13] Mike: Um… I saw the new James Bond movie.

14] Jennifer: Oh yeah. That's what we saw too. **Did you like it?**

15] MikeOh my god! Yeah! It was really, really good.

16] Jennifer: Yeah, it was pretty awesome.

UNIT 3: USING FOLLOW-UP QUESTIONS

Section D: ANALYZING THE CONVERSATION (p.27):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.
- In the Unit 3 dialog, Mike and Jennifer continue their conversation. Have students think about what else Mike and Jennifer would say and how they would close their conversation. [OPTION] – Refer students back to Unit 2, p. 17 to review closing the conversation.
- Have students share their answers with a new partner or group.

Answers

1. SAYING HELLO

1] Mike: Hey, Jennifer.

2] Jennifer: Hey, Mike.

2. OPENING QUESTIONS

3] Mike: Hey, what were you up to this weekend?

3. FOLLOW-UP QUESTIONS

5] Mike: Oh, cool. How'd you celebrate it?

12] Jennifer: Yeah, what movie did you see?

14] Jennifer: …. Did you like it?

4. SWITCHING

8] Jennifer: …. How about you? Wha… What did you do?

UNIT 3: USING FOLLOW-UP QUESTIONS

Task D: QUESTIONS

1. What do you think Mike and Jennifer say?
2. How could Mike and Jennifer close their conversation?

Answers will vary.

Section E: REVIEWING THE MOVES (p.27):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

- Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
- Have them work in pairs and small groups to share their answers.
- If students circled 'No' for any moves, have them look back at Section B and review the tasks.
- [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

DID YOU NOTICE? (p. 27)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. As teacher, you may wish to focus on other aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

- Have students read the DID YOU NOTICE? information and refer back to the dialog on p.26.
- Explain or check with students about their understanding of the DID YOU NOTICE? section. Did you notice that Mike and Jennifer skip the greeting move and go straight to the opening question. Explain to students about shortened forms, and the use of 'actually' to emphasize the fact or truth and possible surprise that the movies were good. Also explain or check understanding about the repetition of 'really' to strengthen the adjective 'good' and the evaluation of the movie.
- [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
- [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.
- [OPTION] Have students come up with their own examples and share them with a partner e.g. "I just kinda relaxed at home. It was actually really cold, so I put my heater on and stayed in bed. It was really, really warm."

Section F: GETTING READY TO SPEAK (p.28):

The aim of Section F is to provide students with the opportunity to create their own role-play situations based on the featured dialog of the unit and the moves they have learned in Section B.

- Have students work individually to complete Task F.
- [OPTION] You may wish to provide an example on the board to help students complete the role-play card. E.g.

Who are you?	Club mate	Club mate
Where are you?	In the cafeteria.	
What is your opening question?	How was your weekend?	

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UNIT 3: USING FOLLOW-UP QUESTIONS

Section G: ROLE-PLAYING THE CONVERSATION (p.28):

This is the core task of the unit. Students use what they have learned to role-play conversations with many classmates.

• Put students into pairs to complete Task G.
• Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
• Students explain their role-play situation to each other.
• Students role-play and switch roles.
• After role-playing, students repeat with a new partner.
• Keep repeating until the set time has elapsed for role-playing.
• Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on.
   E.g. I can ask about my partner's weekend, but I found it difficult to think of many follow-up questions. I need to improve on this.

• [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.29):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions and progress throughout the course.

• Have students listen back through their recorded conversations in Task G.
• Have students choose their best conversation.
• Have students write the dialog in the space provided.
• [OPTION] Have students read their dialog with a partner.
• [OPTION] Have students work in groups to read and comment on each other's dialogs.
• [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
• [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
• [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class

UNIT 4: INVITATIONS

Section A: THINKING ABOUT THE SITUATION (p.30):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

- Put students into pairs to do Task A - answer questions 1-5. Answers will vary.
- Have students share their answers with a different pair.
- IMPORTANT – the picture of the zoo is connected to the dialog that students will focus on in Unit 4. It is a good idea for you to preview the dialog on p.34 and audio before teaching Unit 4 as you may wish to guide students to certain answers at this stage and pre-teach key vocabulary. Alternatively, you may wish to leave Task A purely as a prediction exercise and return to the questions and pictures in Task A once students have listened to the dialog in Task C.

Section B: BUILDING THE CONVERSATION (p.31-33):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

Move 1: SAYING HELLO AND GREETINGS (p.31)

- IMPORTANT – In Unit 2, saying hello and greetings were treated as two separate moves in a conversation. As Unit 4 focuses on transactions the saying hello and greeting moves have been put together as one in this unit.
- Have students read the note.
- Put students into pairs to complete Task 1.1.

Move 2: EXPLAINING YOU DON'T HAVE MUCH TIME (p.31)

- Have students read the note.
- Put students into pairs to complete Task 2.1.

Task 2.1: Possible answers:

2. Sorry, I only have a minute. I'm off to my part-time job.
3. Hey! I can't talk for long. Dan is waiting for me.
4. Sorry, I'm in a rush. I've got like two minutes only.

Move 3: INVITING SOMEBODY TO GO SOMEWHERE (p.32-33)

- Explain to students that a 'move' may have several steps.
- Have students read the note.
- Have students work individually to complete Task 3.1.
- Have students share their answers with a partner.

Task 3.1: Possible answers:

3. While you're here…are you free this weekend?
4. But I'm happy I bumped into you just now. Are you busy this weekend?

- Have students work individually to complete Task 3.2. Have them think of responses to their questions in Task 3.1.
- Have students share their responses with a partner.
- [OPTION] Have pairs swap books, read the questions their partner wrote in Task 3.1 and write appropriate responses in Task 3.2.

UNIT 4: INVITATIONS

Task 3.2: Possible answers:

3. Yes, I'm free actually. What are you thinking?
4. No, I'm not. Why do you ask?

- Have students work individually to complete Task 3.3.
- Have students share their invitations with a partner.
- [OPTION] You may wish to explain example 1 is an indirect invitation. The invitation is implied by Speaker B as Speaker B has previously asked Speaker A whether they are free on the weekend.

Task 3.3: Possible answers:

3. I'm planning to go to the new shopping mall on Main Street.
4. I'm gonna check out the Star Wars movie. Why don't you come?

- Have students read the note at the top of p. 33
- Have students work individually to complete Task 3.4.
- Have students share their answers with a partner.

Task 3.4: Possible answers:

3. I'm planning to go to the new shopping mall on Main Street. I hear they'll have an amazing opening sale.
4. I'm gonna check out the Star Wars movie. Why don't you come? It's getting really good reviews at the moment. And, they have really great popcorn at the movie theater, too.

- Have students work individually to complete Task 3.5.
- Have students share their answers with a partner.

Task 3.5: Possible answers:

3. Sounds great. I need some new clothes as well.
4. Sounds like a great plan.

- Now students have practiced all of the steps to the inviting move, have students practice asking, responding, inviting, giving more information, and accepting with their classmates.
- [OPTION] You may wish to introduce the rejecting invitation move to students as Unit 4 only focuses on the accepting move.

Move 4: MAKING ARRANGEMENTS (p.33)

- Have students read the note.
- Put students into pairs or work individually to complete Task 4.1.
- Have students share their answers with a partner or group.

Task 4.1: Possible answers:

3. A: Okay, meet you outside the mall tomorrow then. B: Sure, what time? A: Shall we say 10? B: Great! See you then.

4. A: The movie starts at 7pm. Do you want to meet earlier and grab a coffee? B: Sure. Meet you in Starbucks at 5.30pm? A: All right.

Move 5: CLOSING THE CONVERSATION (p.33)

- Put students into pairs to complete Task 5.1 and review closing the conversation.
- [OPTION] Have students think about how they would close the conversations for the invitations they have made in Task 3 and 4.

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UNIT 4: INVITATIONS

Section C: LISTENING TO THE CONVERSATION (p.34):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B.

- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 4 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.
- [OPTION] Have students imagine Mike is busy at the weekend. Ask students how this would change the conversation.

Answers:

1] Mike:Hey, Jen.

2] Jennifer: Hey… Oh… Mike… Hi. How are you?

3] Mike:I'm good. How are you?

*4] Jennifer: I'm… uh… really well. **I'm actually in a hurry.** I'm on my way to class… Um… But I did want to ask you. **What are you doing this weekend?***

*5] Mike:Um… actually nothing. I'm pretty free this weekend. **Why?** Do you have something in mind?*

*6] Jennifer: **I was really thinking about going to the zoo.** Um… I have to do a p…paper anyway, so I thought I'd go and check out the animals that I'm writing a paper on.*

7] Mike:Oh, that's actually cool. I haven't been to the zoo in like maybe two years. So this might be a good opportunity to go again.

*8] Jennifer: Yeah… I know… I… I know…er…What was it….um? [Jennifer looks at her watch] Er… **You should call me later**… and we will set up a time to go.*

*9] Mike:**All right. Perfect.** Is your number still…the same?*

10] Jennifer: Yes, it is still the same. Call me.

11] Mike:All right. Perfect.

12] Jennifer: All right. Bye

13] Mike:Bye.

UNIT 4: INVITATIONS

Section D: ANALYZING THE CONVERSATION (p.35):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.

Answers:

1. SAYING HELLO AND GREETING

1] Mike:Hey, Jen.

2] Jennifer: Hey… Oh… Mike… Hi. How are you?

3] Mike:I'm good. How are you?

4] Jennifer: I'm… uh… really well……….

2. Explaining you don't have much time.

4] Jennifer: ……….I'm actually in a hurry. I'm on my way to class…

3. INVITING SOMBODY TO GO SOMEWHERE:
3.1 ASKING SOMEONE IF THEY ARE FREE

4] Jennifer: ……….Um… But I did want to ask you. What are you doing this weekend?

3.2 RESPONDING

5] Mike:Um… actually nothing. I'm pretty free this weekend. Why? Do you have something in mind?

3.3 MAKING THE INVITATION

6] Jennifer: I was really thinking about going to the zoo.

3.4 GIVING MORE INFORMATION ABOUT THE INVITATION

6] Jennifer: Um… I have to do a p…paper anyway, so I thought I'd go and check out the animals that I'm writing a paper on.

3.5 ACCEPTING THE INVITATION

7] Mike:Oh, that's actually cool. I haven't been to the zoo in like maybe two years. So this might be a good opportunity to go again.

4. MAKING ARRANGEMENTS

8] Jennifer: ……..…You should call me later… and we will set up a time to go.

9] Mike:All right. Perfect. Is your number still…the same?

10] Jennifer: Yes, it is still the same. Call me.

11] Mike:All right. Perfect.

5. CLOSING THE CONVERSATION

12] Jennifer: All right. Bye.

13] Mike:Bye.

UNIT 4: INVITATIONS

Section E: REVIEWING THE MOVES (p.35):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

- Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
- Have them work in pairs and small groups to share their answers.
- If students circled 'No' for any moves, have them look back at Section B and review the tasks.
- [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

DID YOU NOTICE? (p. 35)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. As teacher, you may wish to focus on other aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

- Have students read the DID YOU NOTICE? information and refer back to the dialog on p.34.
- Explain to students about Jennifer's implied invitation and Mike's implied acceptance, Jennifer forgetting what she is going to say in the middle of her turn, and the uses of *"all right"* as acceptance and pre-closing signal.
- [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
- [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.
- [OPTION] Have students come up with their own examples and share them with a partner
     e.g:
     "A: So, I'm going to the new movie…um…what was it…um?…Jedi strikes back and I got two tickets."
     "B: All right. Sounds great."

Section F: GETTING READY TO SPEAK (p.36):

The aim of Section F is to provide students with the opportunity to create their own role-play situations based on the featured dialog of the unit and the moves they have learned in Section B.

- Have students work individually to complete Task F.
- [OPTION] You may wish to provide an example on the board to help students complete the role-play card. E.g.

What do you want to invite your friend to do?	*Barbecue*
When is it?	*Sunday afternoon*
Where is it?	*By the river*
What information will you give?	*Lots of people are coming and we are going to have live music, too.*

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UNIT 4: INVITATIONS

Section G: ROLE-PLAYING THE CONVERSATION (p.36):

This is the core task of the unit. Students use what they have learned to role-play conversations with many classmates.

- Put students into pairs to complete Task G.
- Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
- Remind Speaker A to explain they don't have much time to talk and Speaker B to accept the invitation.
- Students explain their role-play situation to each other.
- Students role-play and switch roles.
- After role-playing, students repeat with a new partner.
- Keep repeating until the set time has elapsed for role-playing.
- Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on.
    E.g. I can make invitations and arrangements well. I need to think more about information to make my invitations more attractive to my friends. I am sure they did not want to accept my invitations!

- [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.37):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions and progress throughout the course.

- Have students listen back through their recorded conversations in Task G.
- Have students choose their best conversation.
- Have students write the dialog in the space provided.
- [OPTION] Have students read their dialog with a partner.
- [OPTION] Have students work in groups to read and comment on each other's dialogs.
- [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
- [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
- [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class.

UNIT 5: SCHEDULING

Section A: THINKING ABOUT THE SITUATION (p.38):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

- Remind Students of the two characters in Discover Conversation, Mike and Jennifer.
- Put students into pairs to do Task A - answer questions 1-5. Answers will vary.
- Have students share their answers with a different pair.
- IMPORTANT – the pictures of the calendar, diary, show, and game are connected to the dialog that students will focus on in Unit 5. It is a good idea for you to preview the dialog on p.42 and audio before teaching Unit 5 as you may wish to guide students to certain answers at this stage and pre-teach key vocabulary. Alternatively, you may wish to leave Task A purely as a prediction exercise and return to the questions and pictures in Task A once students have listened to the dialog in Task C.
- IMPORTANT – Question 5 – When do you think they are both free? - can be guessed from questions 3 and 4. If Mike and Jennifer have a show on Saturday and Mike is busy on Wednesday night, they will probably schedule their practice on Thursday or Friday. Remember, this is only a prediction exercise of what the conversation might be about in the unit.

Section B: BUILDING THE CONVERSATION (p.39-41):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

Move 1: EXPLAINING A NEED TO MEET (p.39)

- Have students read the note.
- Put students into pairs to complete Task 1.1.

Task 1.1: Answers:

    1 – B   2 – C   3 – A   4 – D

- Have students work individually on Task 1.2.
- Have students read the speech bubble example.
- Have students work with a partner to share their answers and agree that they need to meet.
- [OPTION] Have students stand up and walk around the classroom explaining a need to meet and responding with their classmates for a set period of time e.g. 2-3 minutes.

Move 2: FIXING WHEN TO MEET (p.39-40)

- Explain to students that a 'move' may have several steps.
- Have students read the note.
- Have student work individually or in pairs to complete Task 2.1.

Task 2.1: Possible answers:

3. OK. When are you free?
4. No problem. Which day are you available?

- Have students work in pairs to complete Task 2.2.

Task 2.2: Answers:

    1. S   2. A   3. S   4. R   5. R   6. A

- Have students read the notes and speech bubbles about rejecting and making second suggestions.
- Have students work individually to complete Task 2.3 and then practice with a partner.

UNIT 5: SCHEDULING

Task 2.3: Possible answer. Answers will vary.

A. Explain a need to meet
We have a presentation coming soon, so we'd better work on it.

B. Agree to a meet and ask which day
Sure. When is good for you?

A. Make a suggestion
How about Tuesday after 4th period?

B. Reject the suggestion
Sorry. I've got to work on Tuesday evening. I've got my part-time job.

A. Make a second suggestion
Are you free on Thursday after school?

B. Accept the suggestion.
Yes, I can make it then.

Move 3: FIXING THE TIME AND PLACE TO MEET (p. 40)

- Have students read the note and speech bubble example.
- Have students work in pairs to complete Task 3.1.
- [OPTION] Have students work in new pairs and repeat Task 3.1.

Move 4: CONFIRMING (p.41)

- Have students read the note.
- Have students read conversation 1.
- Have students work in pairs to complete Task 4.1 – conversations 2 and 3.

Task 4.1: Answers will vary.

Possible answers:

Conversation 2:

A: Sure, no problem. 7pm outside the station?
B: Sure. I look forward to seeing you then.

Conversation 3:

B: Your place is nearer. So, let's meet at yours.
A: Great. See you tomorrow at 10:30 then.

- [OPTION] Have students practice conversations 1-3.
- Have students work in new pairs or groups to complete Task 4.2.

Move 5: CLOSING THE CONVERSATION (p.41)

- Put students into pairs to complete Task 5.1 and review closing the conversation.
- [OPTION] Have students think about how they would close the conversations for conversations 1-3 in Task 4.1.

UNIT 5: SCHEDULING

Section C: LISTENING TO THE CONVERSATION (p.42):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B.

- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 5 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.

Answers:

1] *Jennifer: On…Saturday we have our show,* **_so we need to get together at some point and practice_** *beforehand… um…*

2] *Mike: Sure, but what day do you think we'll…*

3] *Jennifer: …Well,* **_we're looking at Wednesday night_**, *but…*

4] *Mike: Ah, hold on. Let me see…Actually, you know what? Wednesday night I've got a game to go to. I don't think I can make it for that meet.*

5] *Jennifer: OK. No, that's fine.* **_Another option would be…Thursday?_**

6] *Mike: Thursday?* **_I think Thursday might work well._** *Ah huh… I don't foresee any problem. It's still early enough in the week for…*

7] *Jennifer: …We're looking at 7 o'clock. Um… maybe at school or maybe even at John's house. I don't know.*

8] *Mike: Yeah, I think John would REALLY like us to be there.*

9] *Jennifer: Ha ha ha… Al...alright. No,* **_let's meet at school then._** *So… I will see you Thursday at 7.*

10] *Mike:* **_Thursday at 7._** *Sounds like a plan.*

11] *Jennifer: OK. Great.*

12] *Mike: Right, later.*

UNIT 5: SCHEDULING

Section D: ANALYZING THE CONVERSATION (p.43):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.

Answers

1. EXPLAINING A NEED TO MEET

1] *Jennifer: On…Saturday we have our show, so we need to get together at some point and practice beforehand… um…*

2] *Mike:Sure………..*

2. FIXING WHEN TO MEET
2.1 ASKING ABOUT WHICH DAY

2] *Mike:………..but what day do you think we'll…*

2.2 RESPONDING

3] *Jennifer: …Well, we're looking at Wednesday night, but…*

4] *Mike:Ah, hold on. Let me see…Actually, you know what? Wednesday night I've got a game to go to. I don't think I can make it for that meet.*

2.3 MAKING A SECOND SUGGESTION

5] *Jennifer: .....Another option would be…Thursday?*

2.4 RESPONDING AGAIN

6] *Mike:Thursday? I think Thursday might work well....*

3. FIXING THE TIME AND PLACE TO MEET

7] *Jennifer: …We're looking at 7 o'clock. Um… maybe at school or maybe even at John's house. I don't know.*

8] *Mike:Yeah, I think John would REALLY like us to be there.*

9] *Jennifer: Ha ha ha… Al...alright. No, let's meet at school then....*

4. CONFIRMING

9] *Jennifer: .... So… I will see you Thursday at 7.*

10] *Mike:Thursday at 7. Sounds like a plan.*

*11] *Jennifer: OK. Great.*

UNIT 5: SCHEDULING

5. Closing the conversation

*11] Jennifer: OK. Great.

12] Mike:Right, later.

*IMPORTANT - 11] Jennifer: OK. Great – could be part of the confirming move in which Jennifer responds to Mike's confirmation. It could also be part of the closing move in which Jennifer indirectly indicates a close to the conversation now the schedule has been fixed.

Section E: REVIEWING THE MOVES (p.43):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

- Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
- Have them work in pairs and small groups to share their answers.
- If students circled 'No' for any moves, have them look back at Section B and review the tasks.
- [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

DID YOU NOTICE? (p. 43)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. As teacher, you may wish to focus on other aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

- Have students read the DID YOU NOTICE? information and refer back to the dialog on p.42.
- Explain to students about interruptions in spoken conversations to answer questions quickly or focus somebody back to the topic at hand. Explain about ironic intonation to suggest the opposite meaning. Explain about laughter as a signal of understanding and acceptance of irony in conversation.
- [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
- [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.
- [OPTION] Have students come up with their own examples of interruptions or irony and share them with a partner e.g. *"A: Well, I might have a part-time job or be… B: We're meeting at 8:30…." "A: Should we ask John to come? B: Yeah, I REALLY think he wants to see a romantic comedy with us."*

Section F: GETTING READY TO SPEAK (p.44):

The aim of Section F is to provide students with the opportunity to create their own role-play situations based on the featured dialog of the unit and the moves they have learned in Section B.

- Have students work individually to complete Task F.
- [OPTION] You may wish to provide an example on the board to help students complete the role-play card. E.g.

Why do you need to meet your friend?	*To work on a project together*
When is a good day to meet your friend?	*Wednesday*
When is a good time to meet your friend?	*In the afternoon after 2pm.*
Where is a good place to meet your friend?	*The coffee shop next to the campus*

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UNIT 5: SCHEDULING

Section G: ROLE-PLAYING THE CONVERSATION (p.43):

This is the core task of the unit. Students use what they have learned to role-play conversations with many classmates.

- Put students into pairs to complete Task G.
- Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
- Students explain their role-play situation to each other.
- Students role-play and switch roles.
- After role-playing, students repeat with a new partner.
- Keep repeating until the set time has elapsed for role-playing.
- Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on.

    E.g. I can explain a need to meet and suggest a day and time. I need to remember to confirm the information before saying goodbye. I forgot to do it in all of my role-play conversations.

- [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.44):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions and progress throughout the course.

- Have students listen back through their recorded conversations in Task G.
- Have students choose their best conversation.
- Have students write the dialog in the space provided.
- [OPTION] Have students read their dialog with a partner.
- [OPTION] Have students work in groups to read and comment on each other's dialogs.
- [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
- [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
- [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class.

UNIT 6: EATING OUT

Section A: THINKING ABOUT THE SITUATION (p.46):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

- Remind Students of the two characters in Discover Conversation, Mike and Jennifer.
- Put students into pairs to complete Task A - answer questions 1-5. Answers will vary.
- Have students share their answers with a different pair.
- IMPORTANT – the pictures of the pizza and revolving sushi bar are connected to the dialog that students will focus on in Unit 6. It is a good idea for you to preview the dialog on p.50 and audio before teaching Unit 6 as you may wish to guide students to certain answers at this stage and pre-teach key vocabulary. Alternatively, you may wish to leave Task A purely as a prediction exercise and return to the questions and pictures in Task A once students have listened to the dialog in Task C.

Section B: BUILDING THE CONVERSATION (p.47-49):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

Move 1: TELLING YOU ARE HUNGRY (p.47)

- Have students read the note.
- Put students into pairs to complete Task 1.1.

Answers: 1-3 increase in the level of feelings of hunger. #3 is the hungriest.

- [OPTION] Have students stand up and walk around the classroom telling how hungry they are to their classmates for a set period of time e.g. 2-3 minutes.

Move 2: ASKING FOR PREFERENCE (p.47-48)

- Explain to students that a 'move' may have several steps.
- Have students read the note.
- Have students work in pairs to complete Task 2.1.

Task 2.1: Possible answers:

2. What do you fancy eating?
3. What do you want to eat?
4. What should we eat?

- Have students work in pairs to complete Task 2.2.

Task 2.2: Answers

1. I kind of like Italian.
2. I'm dying for sushi.
3. I feel like something spicy.
4. A hamburger sounds good.

Food or type of food words – 1. Italian, 2. Sushi, 3. Spicy, 4. Hamburger

- [OPTION] Have students list 3-4 different responses with different food or types of foods and share in small groups.
- [OPTION] Have students stand up and walk around the classroom asking for preferences and responding with their classmates for a set period of time e.g. 2-3 minutes.
- Have students read the note on the top of p.48 and the speech bubbles.
- Have students work individually to complete Task 2.3.
- Have students share their answers with a partner.

UNIT 6: EATING OUT

Task 2.3: Possible answers

I'm dying for sushi.	*Really? Sorry, but I can't eat raw fish.*
A steak would be great.	*Yeah, it would. But, it's a little too expensive for me.*
I kind of feel like something fried.	*Sorry, I'm on a diet at the moment.*

- Have students read the next note and speech bubble above Task 2.4.
- Have students work individually to complete Task 2.4

Task 2.4: Possible Answers. Answer will vary.

Saino / Nepalese	Saizeriya / Italian
Denny's / American	Ootoya / Japanese

- Have students read the next note above Task 2.5 and the speech bubbles at the bottom of the page.
- Have students work in pairs to complete Task 2.5.

Task 2.5: Possible answer.

A: What else? You know the neighborhood.
B: Maybe Ootoya? They have a good selection.

A: And they have a drink bar. I need coffee!
B: Yes, me too.

- [OPTION] Have students stand up and walk around the classroom asking for second preferences and responding with their classmates for a set period of time e.g. 2-3 minutes.

Move 3: TALKING ABOUT THE RESTAURANT (p. 49)

- Have students read the note.
- Have students in pairs to complete Task 3.1.

Have students keep each conversation going for as long as they can.

Task 3.1: Answers:

Yeah, and as I recall, he said it's on Ventura Boulevard	3.2
Wait a minute…there's a Japanese restaurant that Christian told me about.	3.1
They have the plates that go round.	3.3
Well, really, actually you can choose what you want.	3.3
They're pretty reasonable.	3.3

- Have students work individually at first and then in pairs to complete Task 3.2.
- Have students look again at the restaurants they listed in Task 2.3, p.48 and work individually to plan what they will say about the restaurant.
- Have students read the speech bubble as an example.
- Have students work in pairs to talk about their restaurant.
- [OPTION] Have students repeat with a new partner.
- [OPTION] Have students choose a different restaurant from their lists and repeat the task with many new partners.

Move 4: REACHING A DECISION (p.49)

- Have students read the note and 2 examples.
- Put students into pairs to complete Task 4.1.

Task 4.1: Possible Answers:

3. Excellent. Let's give it a try.
4. OK. Show me the way.
5. Sounds perfect. Let's go there.

- [OPTION] Remind students that in real life the conversation would continue on the way to the and in the restaurant. Have students think about what they would talk about and share their answers.

UNIT 6: EATING OUT

Section C: LISTENING TO THE CONVERSATION (p.50):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B.

- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 6 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.

Answers:

1] Jennifer: **_I'm starving_**_._ We need to find somewhere to eat.

2] Mike: I know. Um… **_What do you feel like?_**

3] Jennifer: Ah… now, that's a tough question. That's a really tough question. **_I kinda like Italian_**_._

4] Mike: Italian, huh?

5] Jennifer: Yeah

6] Mike: **_I don't know any Italian places around here though._**

7] Jennifer: What else? You know…You know the neighborhood, so…

8] Mike: Erm…**_Maybe something Asian?_**

9] Jennifer: Mmmm. Asian. Sushi! Ah, I'm dying for sushi.

10] Mike: Oh yes…Oh, yes… Oh, yes, wait a minute. There's **_a Japanese restaurant that Christian told me about_** where they have the little thingy that goes around.

11] Jennifer: Oh, yeah, yeah. With the plates that go around on a little turntable that…

12] Mike: …Oh, yeah. Well, really, actually you can choose what you want,

13] Jennifer: Oh… you can pick the sushi right off there.

14] Mike: Yeah, and as I recall he said it's on Ventura Boulevard and **they're pretty reasonable**_._

15] Jennifer: Well, what are we waiting for? Let's go.

UNIT 6: EATING OUT

Section D: ANALYZING THE CONVERSATION (p.51):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.

Answers

1. TELLING YOU ARE HUNGRY

1] Jennifer: I'm starving. We need to find somewhere to eat.

2] Mike: I know....

2. ASKING FOR A PREFERENCE
2.1 ASKING FOR A PREFERENCE

2] Mike: .... Um… What do you feel like?

2.2 RESPONDING

3] Jennifer: Ah… now, that's a tough question. That's a really tough question. I kinda like Italian. (SUGGESTING)

4] Mike: Italian, huh?

5] Jennifer: Yeah

6] Mike: I don't know any Italian places around here though. (REJECTING)

2.3 ASKING FOR A SECOND PREFERENCE

7] Jennifer: What else? You know....You know the neighborhood, so…

2.4 RESPONDING AGAIN

8] Mike: Erm....Maybe something Asian? (SUGGESTING)

9] Jennifer: Mmmm. Asian. Sushi! Ah, I'm dying for sushi. (ACCEPTING)

10] Mike: Oh yes....Oh, yes.... (ACCEPTING)

UNIT 6: EATING OUT

3. TALKING ABOUT THE RESTAURANT
3.1 A GOOD RESTAURANT YOU KNOW

10] *Mike: ….Oh, yes, wait a minute. There's a Japanese restaurant that Christian told me about....*

3.2 WHERE IT IS

14] *Mike: Yeah, and as I recall he said it's on Ventura Boulevard....*

3.3 WHY YOU SHOULD GO THERE

10] *Mike: ....where they have the little thingy that goes around.*

11] *Jennifer: Oh, yeah, yeah. With the plates that go around on a little turntable that…*

12] *Mike: ....Oh, yeah. Well, really, actually you can choose what you want,*

13] *Jennifer: Oh… you can pick the sushi right off there.*

14] *Mike: .....and they're pretty reasonable.*

4. REACHING A DECISION

15] *Jennifer: Well, what are we waiting for? Let's go.*

UNIT 6: EATING OUT

Section E: REVIEWING THE MOVES (p.51):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

- Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
- Have them work in pairs and small groups to share their answers.
- If students circled 'No' for any moves, have them look back at Section B and review the tasks.
- [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

DID YOU NOTICE? (p. 51)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. As teacher, you may wish to focus on other aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

- Have students read the DID YOU NOTICE? information and refer back to the dialog on p.50.
- Explain or check with students about their understanding of the DID YOU NOTICE? section.
- Explain about the reduced pronunciation of *"What do you….?"* Explain about the 'hanging' so at the end of line 7 which indirectly implies that Mike should make a suggestion. Explain about using 'thingy' as a speaking strategy that is used when a speaker cannot remember a word for a specific object.
- [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
- [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.
- [OPTION] Have students come up with their own examples and share them with a partner e.g. *"Whaddya want to eat? I'm not sure, so…. / Can you pass me the thingy over there? You mean the soy sauce?"*

Section F: GETTING READY TO SPEAK (p.52):

The aim of Section F is to provide students with the opportunity to create their own role-play situations based on the featured dialog of the unit and the moves they have learned in Section B.

- Have students work individually to complete Task F.
- [OPTION] You may wish to provide an example on the board to help students complete the role-play card. E.g.

How hungry are you?	*Starving*
What would you like to eat?	*A cheeseburger*
What good restaurants do you know in this area?	*Firehouse*
Where are they?	*Near to Hongo-sanchome station*

UNIT 6: EATING OUT

Section G: ROLE-PLAYING THE CONVERSATION (p.52):

This is the core task of the unit. Students use what they have learned to role-play conversations with many classmates.

- Put students into pairs to complete Task G.
- Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
- Have students role-play and switch roles.
- After role-playing, have students repeat with a new partner.
- Keep repeating until the set time has elapsed for role-playing.
- Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on. E.g.

I can tell my partner how hungry I am and talk about a preference. However, I found it difficult to reject my partner's suggestion. I need to reject more quickly, otherwise I will go to a restaurant that I don't like.

- [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.53):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions and progress throughout the course.

- Have students listen back through their recorded conversations in Task G.
- Have students choose their best conversation.
- Have students write the dialog in the space provided.
- [OPTION] Have students read their dialog with a partner.
- [OPTION] Have students work in groups to read and comment on each other's dialogs.
- [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
- [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
- [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class.

UNIT 7: SHOWING APPRECIATION

Section A: THINKING ABOUT THE SITUATION (p.54):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

- Put students into pairs to do Task A - answer questions 1-5. Answers will vary.
- Have students share their answers with a different pair.
- IMPORTANT – the picture of the group of friends watching a game at Jennifer's house is connected to the dialog that students will focus on in Unit 7. It is a good idea for you to preview the dialog on p.58 and audio before teaching Unit 7 as you may wish to guide students to certain answers at this stage and pre-teach key vocabulary. Alternatively, you may wish to leave Task A purely as a prediction exercise and return to the questions and pictures in Task A once students have listened to the dialog in Task C.

Section B: BUILDING THE CONVERSATION (p.55-58):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

Move 1: SAYING THANK YOU (p.55)

- Have students read the note and the example which highlights the different steps in thanking somebody.
- Have students work individually to complete Task 1.1.

Task 1.1: Answers will vary.

Possible situations are helping with homework, teaching how to use a new application, cooking a meal, being a good friend, working hard in a team and so on.

- Have students think about how they would show appreciation or thank somebody using the steps in the move.
- Have students share their answers into pairs or small groups.

Move 2: ACCEPTING THE THANK YOU (p.55-56)

- Have students read the note.
- Put students into pairs to complete Task 2.1.

Task 2.1: Answers:

2. Oh, you're quite welcome.
3. Oh, it was nothing.
4. Don't worry about it.
5. Oh, I'm happy to do it.
6. It was the least I could do

- Have students check their answers together.
- [OPTION] Explain to students that #3 and 6 are in the past tense and accepting the thank you for actions that have been completed. These phrases could be used in the present for ongoing or future actions – Thank you for helping me with this – It is the least I could do. / It's nothing / Thank you for helping me tomorrow – It is the least I could do. / It's nothing.
- Have students read the note and speech bubble at the top of p. 56.
- [OPTION] You may wish to pre-teach the words "downplay" or "weaken" and explain that people often like to downplay the actions that they have done that deserves the thank you.
- Have students work in pairs to complete Task 2.2.

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UNIT 7: SHOWING APPRECIATION

Task 2.2: Answers

Thanks for helping me with my homework yesterday – Hey, don't worry about it. I needed to get mine done as well. And, anyway, I really enjoy doing math.

Thanks a lot for the other day. I haven't had any more problems with my computer. You're a lifesaver. – Oh, I was happy to do it. It took me no time at all. And, I've had the same problem with my computer before.

Thanks for driving me to the station last week. Oh, you're more than welcome. I was going that way anyway, so it wasn't a problem.

- Have students discuss how Speaker B further downplays or weakens what they have done when accepting the thank you.

Task 2.2. Possible answers

1. Speaker B also needed to do their homework and enjoys math.
2. Speaker B was happy to do it, it didn't take much time, and they had had the same problem so we can assume it was easy to fix.
3. Speaker B was driving past the station anyway.

- Have students read the note in the middle of the page and the speech bubble.
- Have students work in pairs to complete Task 2.3.

Task 2.3: Answers

Thanks for inviting me to the zoo. I had a great time. – Oh, you're quite welcome. Actually, you really helped me out. I had two tickets and didn't want to waste them.

Thanks a lot for taking me to the sushi restaurant last week. – Hey, no problem. Thanks for coming. I really loved the spicy crab rolls you recommended.

Thanks for letting us use your house for practice on Thursday – Oh, it was the least I could do. And thank you for bringing the pizza. It was delicious.

- Have students discuss how Speaker B thanks Speaker A for something they have done.

Task 2.3. Answers

1. Speaker B indirectly thanks Speaker A for helping them out. Speaker B did not have to waste the tickets to the zoo.
2. Speaker B thanks Speaker A for coming to the restaurant and also for recommending something good to eat.
3. Speaker B thanks Speaker A for bringing pizza.

Move 3: SAYING THANK YOU AND ACCEPTING AGAIN (p.57)

- Have students read the note.
- Have students read Conversation 1.
- Have students work individually or in pairs to complete Task 3.1.
- Have students share their answers with their partner or a small group.

Task 3.1: Possible answers:

Conversation 2

A: Well, you were a really big help. Thank you so much.
B: Not a problem.

Conversation 3

A: Well, let me say thank you again. I don't know what I would have done without you.
B: Don't mention it.

- [OPTION] Have students work in pairs to look again at Task 2.3, p. 56. Ask - how could Speaker A thank Speaker B again in these situations? What would Speaker B say?

UNIT 7: SHOWING APPRECIATION

Section C: LISTENING TO THE CONVERSATION (p.58):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B.

- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 7 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.

Answers:

1] Mike: Hi, Jennifer.

2] Jennifer: Hi, Mike.

*3] Mike: Look, **I just wanted to tell you,** you know, thank you very much for all the work that you do for us when we meet at your house.*

4] Jennifer: For game night?

*5] Mike: Yeah, for game night. I…**I appreciate the planning,** the effort, and the…especially the food.*

*6] Jennifer: Ah, **it's no problem. I enjoy it.** The food is the part that I like doing the best, so I'm glad that you like it.*

*7] Mike: No, it definitely shows and, you know, I look forward to it. **Anyway, thanks again.***

*8] Jennifer: Oh, you're quite welcome. **Actually,** I appreciate that you come to the game night and bring drinks and things like that for us to share.*

9] Mike: Oh, I'm happy to do it. After all, it's a team effort…

*10] Jennifer: …It's really nice, ha ha, so **thank you.***

UNIT 7: SHOWING APPRECIATION

Section D: ANALYZING THE CONVERSATION (p.59):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.

Answers:

1. SAYING THANK YOU
1.1 GETTING ATTENTION

3] Mike: Look, I just wanted to tell you....

1.2 SAYING THANK YOU

3] Mike: ....you know, thank you very....

1.3 GIVING INFORMATION ABOUT WHY YOU ARE THANKING

3] Mike: ....for all the work that you do for us when we meet at your house.

1.4 GIVING SPECIFIC DETAILS

5] Mike: ....I appreciate the planning, the effort, and the…especially the food.

2. ACCEPTING THE THANK YOU

6] Jennifer: Ah, it's no problem....

2.1 DOWNPLAYING PHRASE

6] Jennifer: .....I enjoy it....

*9] Mike: Oh, I'm happy to do it.……

2.2 FURTHER DOWNPLAYING

6] Jennifer: .....The food is the part that I like doing the best, so I'm glad that you like it.

*9] Mike: ....After all, it's a team effort…

2.3 SWITCHING THE THANKS

*8] Jennifer: .....Actually, I appreciate that you come to the game night and bring drinks and things like that for us to share

3. SAYING THANK YOU AGAIN

7] Mike: ....Anyway, thanks again.

*10] Jennifer: ....It's really nice, ha ha, so thank you.

4. ACCEPTING AGAIN

8] J) Oh, you're quite welcome.

- *IMPORTANT – You may need to warn students before coding that the moves in this dialog are not as linear as previous units. Mike thanks Jennifer again (Line 7) which leads her to accept the thanks (Line 8) and then switch the thanks (Line 8). This leads Mike to downplay (Line 9) and further downplay (Line 9) what he does. The dialog ends with Jennifer saying thank you to Mike again (Line 10).

UNIT 7: SHOWING APPRECIATION

Section E: REVIEWING THE MOVES (p.59):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

- Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
- Have them work in pairs and small groups to share their answers.
- If students circled 'No' for any moves, have them look back at Section B and review the tasks.
- [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

DID YOU NOTICE? (p. 59)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. As teacher, you may wish to focus on other aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

- Have students read the DID YOU NOTICE? information and refer back to the dialog on p.58.
- Check student understanding and explain to them about Mike's use of 'you know' to delay the thank you and make it more indirect (Line 3) and his feeling of looking forward to game night (Line 7). Explain Jennifer's clarification question in line 4 to make sure she understands what Mike is thanking her for. Explain about overlap in conversation (Lines 9-10). When one speaker makes a mistake and thinks that the other speaker has finished their turn, they may start speaking and overlap occurs. Thus, one speaker will need to yield to the other and stop speaking.
- [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
- [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.
- [OPTION] Have students come up with their own examples and share them with a partner. For example:

  A: "You know, I really wanted to thank you for, you know, yesterday."
  B: "For the birthday cake?"
  A: "Yeah, you know, it was really lovely of you."

- [OPTION] Have two students start speaking at the same time to show overlap. Ask them if they felt uncomfortable when speaking at the same time? Ask them to discuss which speaker should stop speaking to solve the problem of overlap?

Section F: GETTING READY TO SPEAK (p.60):

The aim of Section F is to provide students with the opportunity to create their own role-play situations based on the featured dialog of the unit and the moves they have learned in Section B.

- Have students work individually to complete Task F.
- [OPTION] You may wish to provide an example on the board to help students complete the role-play card. E.g.

What are you thanking Speaker B?	For helping me with my project
3 specific details	- lent me some books
	- read through my essay and checked it for mistakes
	- listened to my presentation and gave me feedback on it

UNIT 7: SHOWING APPRECIATION

Section G: ROLE-PLAYING THE CONVERSATION (p.60):

This is the core task of the unit. Students use what they have learned to role-play conversations with many classmates.

- Put students into pairs to complete Task G.
- Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
- Students may explain their role-play situation to each other.
- Have students role-play and switch roles.
- After role-playing, students repeat with a new partner.
- Keep repeating until the set time has elapsed for role-playing.
- Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on. E.g.

I can thank my partner well and I was also happy with my downplaying when accepting a thank you. I forgot to thank some of my partners a second time though.

- [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.60):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions and progress throughout the course.

- Have students listen back through their recorded conversations in Task G.
- Have students choose their best conversation.
- Have students write the dialog in the space provided.
- [OPTION] Have students read their dialog with a partner.
- [OPTION] Have students work in groups to read and comment on each other's dialogs.
- [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
- [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
- [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class.

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UNIT 8: MAKING REQUESTS

Section A: THINKING ABOUT THE SITUATION (p.62):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

- Remind Students of the two characters in Discover Conversation, Mike and Jennifer.
- Put students into pairs to do Task A - answer questions 1-5. Answers will vary.
- Have students share their answers with a different pair.
- IMPORTANT – the pictures of the dinner preparations, bottles of soda, and three-bean dip are connected to the dialog that students will focus on in Unit 8. It is a good idea for you to preview the dialog on p.66 and audio before teaching Unit 8 as you may wish to guide students to certain answers at this stage and pre-teach key vocabulary. Alternatively, you may wish to leave Task A purely as a prediction exercise and return to the questions and pictures in Task A once students have listened to the dialog in Task C.

Section B: BUILDING THE CONVERSATION (p.63-65):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

Move 1: MAKING A REQUEST (p.63)

- Have students read the note and steps to the move.
- Have students work individually to complete Task 1.1.

Task 1.1: Answers:

Conversation 1	
Well, I hate to ask you, but…	SNH
I'm going to be stuck here cooking. Everybody's going to be here in the next hour, and we still need some more things.	EP
Could you go out and get some stuff for me?	MR
Conversation 2	
Are you busy right now?	SNH
Could you take the clothes out of the washing machine and hang them up for me?	MR
I've got to head out in the next few minutes and the washing hasn't finished.	EP
Conversation 3	
Could you do me a favor?	SNH
Could you call John and make sure he's coming to practice on Thursday night?	MR
He wasn't sure the other day.	EP

- Have students work in pairs to complete Task 1.2.

Task 1.2: Answers

In Conversation 1, the speaker explains the problem before making the request. In Conversations 2 and 3, the speaker makes the request first and then explains the problem.

- Have students work in pairs to answer the questions at the bottom about conversation 2 and 3.
- Have pairs work with different groups to share their answers.

Task 1.2: Possible answers

Conversation 2	
A: Are you busy now?	*B: Why? What do you need?*
Conversation 3	
A: Could you do me a favor?	*B: It depends on what it is.*

UNIT 8: MAKING REQUESTS

Move 2: ACCEPTING (p.64)

- Have students read the note and speech bubbles.
- Have student work individually and then in pairs to complete Task 2.1.

Task 2.1: Possible answers:

1. Not a problem. What should I get?
2. I'd be happy to do that for you. Do you have any clothespins?
3. Absolutely. Is his number still the same?

- Have students think of different situations to the ones in Task 1.1 and practice making requests and asking for more information.
- [OPTION] Have students stand up and walk around the classroom making requests, accepting, and asking for more information with their classmates for a set period of time e.g. 2-3 minutes.
- Have students read the note in the middle of the page and speech bubbles.
- Have students work individually to complete Task 2.2 and then share their answers with a partner.
- [OPTION] You may wish students to write responses related to the requests they made in the previous task.

Task 2.2: Possible answers

1. Sure thing. I'll go to the store in about ten minutes.
2. OK. I've just get a cup of tea and then I'll do it.
3. No worries. I'll call him in a bit.

Or answers will vary.

Move 3: CLARIFYING (p. 65)

- Have students read the note and speech bubble example.
- Have students work in pairs to complete Task 3.1.
- [OPTION] Have students work in new pairs and repeat Task 3.1.

Task 3.1: Possible answers

Conversation 1

A: You need any snacks as well?
B: No, thanks. I've got plenty of snacks.

Conversation 2

B: Where do you want me to hang them?
A: On the rack in the kitchen.
B: Where do you keep it?
A: It's in the cupboard

Conversation 3

A: Do you have his number?
B: Yeah. It's on the fridge over there.
A: Is it this one? 080-555-555?
B: Yeah, that's the one.

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UNIT 8: MAKING REQUESTS

Move 4: THANKING (p.65)

- Have students read the note and 3 examples.
- Have students read conversation 1.
- Have students work individually and then in pairs to complete Task 4.1

Task 4.1: Possible answers

4. Thanks. That's a great help.
5. Thanks a lot. I owe you.

Move 5: MAKING A SECOND REQUEST (p.65)

- Have students read the note and speech bubbles.
- Explain that if Speaker A makes a second request, Speaker A will repeat the making a request steps (Move 1 – p. 63) of Making the request and Explaining the problem. Speaker B may accept or reject the second request.
- Have students work in pairs to complete Task 5.1.
- [OPTION] Have students share their answers with different pairs.

Task 5.1: Possible answers

1. A: Oh, oh and before you go, could you do me another favor?
   B: Yeah, what?
   A: Could you pick Sarah up from the station? She's arriving in about 20 minutes and I said I'd be there.
   B: Sure. I'll pick her up on my way to the store.

2. A: Oh, and also...could you wash the dishes for me? I didn't get time to do it this morning.
   B: Sorry, I've got to leave after I hang the washing up. You'll have to do it later.

3. A: Oh, and more thing. Could you ask John to bring a second guitar? I broke the strings on mine.
   B: Sure, I'll ask him.

UNIT 8: MAKING REQUESTS

Section C: LISTENING TO THE CONVERSATION (p.66):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B.

- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 8 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.

Answers:

1] Mike: Hey, Jennifer. You're here. Good.

2] Jennifer: Hey, Mike. What's up?

*3] Mike: Well, **I hate to ask you, but** I'm going to be stuck here cooking. Everybody's going to be here in the next hour, and we still need some more things. **Could you** go out and get some stuff for me?*

4] Jennifer: Sure, what do you need?

5] Mike: Just like, you know, regular sodas, the usual – coke, diet coke, and stuff like that.

*6] Jennifer: Oh! Ok, **like 2 liters?***

7] Mike: Yeah, 2 liters, but maybe get like 4 bottles?

*8] Jennifer: Yeah, sure. **I'll head out now.***

*9] Mike: Oh, you're a lifesaver. Oh, oh, **and before you go,** could you do me another favor?*

10] Jennifer: Yeah, what?

11] Mike: Could you call Janice and make sure she's still bringing her three-bean dip? She wasn't sure the other day.

*12] Jennifer: **I can do that.** I'll call her right now.*

UNIT 8: MAKING REQUESTS

Section D: ANALYZING THE CONVERSATION (p.67):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.

Answers

1. MAKING A REQUEST
1.1. Showing you need help

3] Mike: Well, I hate to ask you, but....

1.2 EXPLAINING THE PROBLEM

3] Mike: ....I'm going to be stuck here cooking. Everybody's going to be here in the next hour, and we still need some more things....

1.3 MAKING THE REQUEST

3] Mike: ....Could you go out and get some stuff for me?

2. ACCEPTING
2.1 ACCEPTING AND ASKING FOR MORE INFORMATION

4] Jennifer: Sure, what do you need?

*12] Jennifer: I can do that.... (ACCEPTING ONLY)

2.2. SAYING WHEN YOU WILL DO THE ACTION

8] Jennifer: Yeah, sure. I'll head out now.

*12] Jennifer: ....'ll call her right now.

3. CLARIFYING

6] Jennifer: Oh! Ok, like 2 liters?

7] Mike: Yeah, 2 liters, but maybe get like 4 bottles?

4. THANKING

9] Mike: Oh, you're a lifesaver....

5. MAKING A SECOND REQUEST

*9] Mike: ....Oh, oh, and before you go, could you do me another favor? (SHOWING YOU NEED HELP)

11] Mike: Could you call Janice and make sure she's still bringing her three-bean dip? (MAKING A REQUEST) She wasn't sure the other day. (EXPLAINING THE PROBLEM)

- *IMPORTANT – You may need to warn students before coding that the moves in this dialog are not as linear as in previous units. Jennifer clarifies what how many bottles of soda Mike needs (Line 6) and then says when she will do the action (Line 8).
- *IMPORTANT - Mike makes a second request (Lines 9 & 11). Rather than code the move as 'Making a second request,' you could refer students back to p.63 – Move 1 and have then code the individual steps of the move (Answers above)
- *IMPORTANT – Jennifer accepts the second request but does not ask for extra information (Line 12). She then states when she will do the action (Line 12).

UNIT 8: MAKING REQUESTS

Section E: REVIEWING THE MOVES (p.67):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

- Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
- Have them work in pairs and small groups to share their answers.
- If students circled 'No' for any moves, have them look back at Section B and review the tasks.
- [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

DID YOU NOTICE? (p. 67)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. As teacher, you may wish to focus on other aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

- Have students read the DID YOU NOTICE? information and refer back to the dialog on p.66.
- Check student understanding. Explain to students about reduced pronunciation in questions using 'Could you?' Here is a useful YouTube video to show students - **https://youtu.be/hr2BePfVII8**
- Explain about reduced pronunciation when using 'going to' – 'gonna.'
- Explain about the different uses of 'like' in the conversation.
- [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
- [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.
- [OPTION] Have students come up with their own examples using 'Couldja,' 'gonna,' and 'like' with a partner e.g.

  A: *Couldja do me a favor? I'm gonna hand in my assignment and my printer's broken. Couldja print it out for me?*
  B: *Ok. Sure. Like one copy?*
  A: *Yeah. That should be fine. Thanks.*

- [Option] Have students share their examples in small groups.

Section F: GETTING READY TO SPEAK (p.68):

The aim of Section F is to provide students with the opportunity to create their own role-play situations based on the featured dialog of the unit and the moves they have learned in Section B.

- Have students work individually to complete Task F.
- [OPTION] You may wish to provide an example on the board to help students complete the role-play card. E.g.

Where are you?	In the library
What are you doing?	Studying
What do you need help with and why?	My computer because the battery is at 9% and I have forgotten my charger.

- IMPORTANT – You may wish students to right several things that they need help with and why, so that they can make second requests in the role-play.

UNIT 8: MAKING REQUESTS

Section G: ROLE-PLAYING THE CONVERSATION (p.68):

This is the core task of the unit. Students use what they have learned to role-play conversations with many classmates.

- Put students into pairs to complete Task G.
- Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
- Remind students that they can make second requests to their partners, too.
- Students explain their role-play situation to each other.
- Students role-play and switch roles.
- After role-playing, students repeat with a new partner.
- Keep repeating until the set time has elapsed for role-playing.
- Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on. E.g.

I can make requests well but I must remember to get more information before accepting my partners' requests.

- [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.69):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions and progress throughout the course.

- Have students listen back through their recorded conversations in Task G.
- Have students choose their best conversation.
- Have students write the dialog in the space provided.
- [OPTION] Have students read their dialog with a partner.
- [OPTION] Have students work in groups to read and comment on each other's dialogs.
- [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
- [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
- [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class.

UNIT 9: ASKING FOR ADVICE

Section A: THINKING ABOUT THE SITUATION (p.70):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

• Remind Students of the two characters in Discover Conversation, Mike and Jennifer.
• Put students into pairs to complete Task A - answer questions 1-5. Answers will vary.
• Have students share their answers with a different pair.
• IMPORTANT – the pictures are connected to the dialog that students will focus on in Unit 9. It is a good idea for you to preview the dialog on p.74 and audio before teaching Unit 9 as you may wish to guide students to certain answers at this stage and pre-teach key vocabulary. Alternatively, you may wish to leave Task A purely as a prediction exercise and return to the questions and pictures in Task A once students have listened to the dialog in Task C.

Section B: BUILDING A CONVERSATION (p.71-73):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

Move 1: ASKING FOR ADVICE (p.71)

• Have students read the note and steps to the move.
• Have students work individually and then in pairs to complete Task 1.1.

Task 1.1: Answers

Conversation 1	
Hey! Listen! I got a quick question for you. I hope you can help me out.	SHP
I kind of need your help with my computer.	AA
It's just very, very slow. Like it has crawled to a dead stop almost.	EP
Conversation 2	
Actually, I have a bit of a problem at the moment.	SHP
My report is due in tomorrow and I'm not sure it's very good.	EP
I don't really know how to improve it. Got any ideas.	AA

• Have students work in pairs to complete Task 1.2.

UNIT 9: ASKING FOR ADVICE

Task 1.2: Possible answers

The order of steps are different – In Conversation 1, Speaker A asks for advice and then explains the problem. In Conversation 2, Speaker A explains the problem and then asks for advice.

How do you think Speaker B responds? Answers will vary.

Possible responses:

All right
Uh huh
Ok!
Let me see.

Also in some situations, Speaker B may say:

What seems to be the problem?
How can I help?
What do you need me to do?

Move 2: OFFERING ADVICE (p.72-73)

- Have students read the note.
- Have students work in pairs to complete Task 2.1.

Task 2.1: WHAT WOULD YOU SAY? Answers will vary.

- Have students read the Speaker B speech bubble and the cause and solution table below.
- Have students work in pairs to practice asking for advice and offering advice with a partner.

Task 2.1: Possible answers

A: I need your help with my computer. It's very, very slow. Like it has crawled to a dead stop almost.

*B: Ok! Now, 90% of the time what could be happening is that **it's trying to do an update.** So, **you just need to wait.***

*B: Ok! Now, 90% of the time what could be happening is that **it's doing a defragment.** So, **I would advise you to leave it on overnight.***

*B: Ok! Now, 90% of the time what could be happening is that **your hard drive is too full.** So, **you should delete some files.***

- [OPTION] Have students think of other causes and solutions for Speaker A's computer being slow. Have them share their advice.
- Have students read the next note.
- Have students work in pairs to complete Task 2.2.

Task 2.2: Answers

I already checked that and I've got about 400 gigabytes free.	SOLUTION 3
I did see an update happening, but that one's already been cleared.	SOLUTION 1
Overnight? I need it like now. I've got a report to write.	SOLUTION 2

- [OPTION] Have students stand up and walk around the classroom asking for advice, offering advice, and rejecting the advice with their classmates for a set period of time e.g. 2-3 minutes.
- Have students read the notes on the top of p.73 and the speech bubbles.
- Have students work in pairs to complete Task 2.3. You may wish for them to just practice the questions and responses or think of alternative solutions for the reason Speaker A's computer is slow (See possible answers below).

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UNIT 9: ASKING FOR ADVICE

Task 2.3: Possible answers

A: What do you think it could be after that though?
B: I'm not sure. You may have to take it to the store and get an expert to look at it.
A: That's a great idea.
………..
A: What else could it be?
B: Er… you could try restarting your computer. That might work.
A: Great. I'll try it.
………..

A: Do you have any other ideas?
B: Well, you might have a virus. Run a virus check and see what happens.
A: Ok. So. I'll wait and see what turns out and check it tomorrow.

Move 3: THANKING (p. 73)

• Have students read the note and the speech bubbles.
• Have students work individually and then in pairs to complete Task 3.1.

Task 3.1: Possible answers:

Thanks. You're a lifesaver.
Thanks a lot. You really helped me out.
Thanks for your advice. I don't know what I would do without you.

• [OPTION:] You may wish to refer students back to Unit 8, p.65.

UNIT 9: ASKING FOR ADVICE

Section C: LISTENING TO THE CONVERSATION (p.74):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B.

- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 9 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.

Answers:

1] Mike: Hey, Jen! How are you?

2] Jennifer: Hey, Mike! What's up?

3] Mike: Hey! Listen! **_I got a quick question for you._** *I hope you can help me out.*

4] Jennifer: All right.

5] Mike: And I know techie people don't always like this, **_but I kind of need your help with my computer._**

6] Jennifer: Ah! OK. Erm…What seems to be the problem?

7] Mike: It's just very, very slow. Like it has crawled to a dead stop almost.

8] Jennifer: OK. Now, 90% of the time what could be happening is that your computer is actually trying to do an update. So, even though you restart it, it'll still be slow. So, **_you just need to wait_** *until it actually finishes the update.*

9] Mike: I, I did see an update happening…err...err…Adobe tends to update all the time

10] Jennifer: Yes. Ha ha.

*11] Mike: Ah…ah…But, that one's already been cleared. What…**what do you think it could be after that though?***

12] Jennifer: After that, erm….most likely you could be doing something called a defragment which can also be running in the background and slow down all of your other processes. So, what I would advise is leave it on overnight…

13] Mike: …OK…

14] Jennifer: …and then if it still gives you problems the next morning, come and see me, and then we can look at some other alternative solutions.

15] Mike: OK. **_So, I'll wait and then see what turns out_** *and then tomorrow morning or tomorrow later on, I'll check and see where we're at.*

16] Jennifer: OK.

17] Mike: **_Thank you. I appreciate it._**

18] Jennifer: No problem.

UNIT 9: ASKING FOR ADVICE

Section D: ANALYZING THE CONVERSATION (p.75):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.

Answers

1. ASKING FOR ADVICE
1.1 SHOWING THE LISTENER YOU HAVE A PROBLEM

3] Mike: Hey! Listen! I got a quick question for you. I hope you can help me out.

1.2 ASKING FOR ADVICE

5] Mike: And I know techie people don't always like this, but I kind of need your help with my computer.

1.3 EXPLAINING THE PROBLEM

7] Mike: It's just very, very slow. Like it has crawled to a dead stop almost.

2. OFFERING ADVICE
2.1 OFFERING ADVICE OR SOLUTIONS

8] Jennifer: OK. Now, 90% of the time what could be happening is that your computer is actually trying to do an update. So, even though you restart it, it'll still be slow. So, you just need to wait until it actually finishes the update.

2.2 REJECTING ADVICE

11] Mike: Ah…ah…But, that one's already been cleared……….

2.3 ASKING FOR FURTHER ADVICE

11] Mike: ……….What…what do you think it could be after that though?

2.4 OFFERING FURTHER ADVICE

12] Jennifer: After that, erm….most likely you could be doing something called a defragment which can also be running in the background and slow down all of your other processes. So, what I would advise is leave it on overnight…

13] Mike: …OK…

14] Jennifer: …and then if it still gives you problems the next morning, come and see me, and then we can look at some other alternative solutions

2.5 ACCEPTING FURTHER ADVICE

15] Mike: OK. So, I'll wait and then see what turns out and then tomorrow morning or tomorrow later on, I'll check and see where we're at.

3. THANKING

17] Mike: Thank you. I appreciate it.

18] Jennifer: No problem.

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UNIT 9: ASKING FOR ADVICE

Section E: REVIEWING THE MOVES (p.75):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

• Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
• Have them work in pairs and small groups to share their answers.
• If students circled 'No' for any moves, have them look back at Section B and review the tasks.
• [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

DID YOU NOTICE? (p. 75)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. As teacher, you may wish to focus on other aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

• Have students read the DID YOU NOTICE? information and refer back to the dialog on p.74.
• Explain or check with students about their understanding of the DID YOU NOTICE? section.
• Explain why Mike uses the phrase "I know techie people don't always like this when asking Jennifer." We can assume from this phrase that Jennifer is good with computers and often gets asked advice about computer problems.
• Explain that Mike does not ask directly for help. It is implied.
• Explain that Jennifer replies with *"Ah! Ok…"* to show that she understands that Mike has a problem and is willing to help. If Jennifer did not want to help Mike, the intonation would be very different and she would not ask for information about the problem.
• Explain or have students think about the different uses of *"Ok"* in the dialog. Line 6 – I understand now; Line 8 – to indicate the start of Jennifer's advice giving; Line 13 – to show that Mike is listening to Jennifer; Line 15 – to accept the advice; Line 16 – to indicate that Jennifer wants to close the conversation soon.
• [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
• [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.
• [OPTION] Have students come up with their own examples and share them with a partner e.g. *"A: I know techie people don't always like this, but I kinda need your help. I need to convert this PDF to a word document. B: Ah! Ok. Have you tried one of the online websites? They will convert the document for free. A: Ok. Great. I'll try it."*

Section F: GETTING READY TO SPEAK (p.76):

The aim of Section F is to provide students with the opportunity to create their own role-play situations based on the featured dialog of the unit and the moves they have learned in Section B.

• Have students work individually to complete Task F.
• [OPTION] You may wish to provide an example on the board to help students complete the role-play card. E.g.

What problem do you need advice about?	I want to get better at English.
What have you already tried to solve the problem?	I have asked some friends how they study and I have bought some grammar books.

UNIT 9: ASKING FOR ADVICE

Section G: ROLE-PLAYING THE CONVERSATION (p.76):

This is the core task of the unit. Students use what they have learned to role-play conversations with many classmates.

- Put students into pairs to complete Task G.
- Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
- Remind students to reject advice that they have tried, is too difficult, or they don't want to do.
- Have students role-play and switch roles.
- After role-playing, have students repeat with a new partner.
- Keep repeating until the set time has elapsed for role-playing.
- Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on.
  E.g.
  I can ask for advice, but I found it difficult to think of many solutions or advice for my classmates. They rejected my advice and I did not give them further solutions.

- [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.77):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions and progress throughout the course.

- Have students listen back through their recorded conversations in Task G.
- Have students choose their best conversation.
- Have students write the dialog in the space provided.
- [OPTION] Have students read their dialog with a partner.
- [OPTION] Have students work in groups to read and comment on each other's dialogs.
- [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
- [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
- [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class.

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UNIT 10: A BAD EXPERIENCE

Section A: THINKING ABOUT THE SITUATION (p.78):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

- Put students into pairs to do Task A - answer questions 1-5. Answers will vary.
- Have students share their answers with a different pair.
- IMPORTANT – the pictures are connected to the story that students will focus on in Unit 10. It is a good idea for you to preview the dialog on p.82 and audio before teaching Unit 10 as you may wish to guide students to certain answers at this stage and pre-teach key vocabulary. Alternatively, you may wish to leave Task A purely as a prediction exercise and return to the questions and pictures in Task A once students have listened to the dialog in Task C.
- IMPORTANT – Question 5 is a different kind of question. Rather than focusing on the pictures, it focuses on reasons why we often tell stories about bad experiences. Possible answers are that they are often dramatic, personal to us, and we don't want our friends to have the same experiences.

Section B: BUILDING THE CONVERSATION (p.79-81):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

Move 1: GETTING THE TURN (p.79)

- Have students read the note and speech bubbles.
- Have students work individually and then in pairs to complete Task 1.1.

Task 1.1: Possible answers

1. Talking of…..   *Talking of terrible restaurants….*

2. Speaking of….   *Speaking of really bad service….*

3. Oh! I forgot to tell you. We went to that restaurant yesterday…

Move 2: SETTING THE SCENE (p.79)

- Have students read the note.
- Put students into pairs to complete Task 2.1.

Task 2.1: Answers:

1. Where?   *-*   *that restaurant*
2. When?   *-*   *yesterday*
3. Who with?   *-*   *we (we don't know who, but more than one person)*
4. Summary   *-*   *had the worst experience we could've had, but it was still kind of funny*

- Have students think of how to set the scene to their own stories about a bad experience.
- Have them practice getting the turn and setting the scene with a partner or in small groups.
- [OPTION] Have students stand up and walk around the classroom getting the turn and setting the scene of their story with their classmates for a set period of time e.g. 2-3 minutes.

Move 3: EXPLAINING THE UNEXPECTED (p.80)

- Have students read the note.
- Have students work individually to complete Task 3.1.
- Have students share their answers with a partner.

UNIT 10: A BAD EXPERIENCE

Task 3.1: Answers will vary

- Have students work individually or in pairs to complete Task 3.2.
- Have students share their answers with a partner or in small groups

Task 3.2: Answers will vary

Move 4: REACHING A NARRATIVE CLIMAX (p.81)

- Have students read the note, the problem, and the two climaxes.
- [OPTION] You may wish to give more examples of narrative climax to students.
- Have students work in pairs to use their lists from Task 3.2 and complete Task 4.1.

Task 4.1: Answers will vary

Possible answers:

Unexpected – there was a dead cockroach in my soup.
Climax – I complained to the manager. I was really angry. I shouted at him. He gave me 20,000 yen as an apology.

Unexpected – I sat down and the chair broke.
Climax – The manager tried to make me pay for the chair. She said it was my fault. But, somebody in the restaurant explained to her what had happened. She then apologized to me and got me a free dessert.

Move 5: ENDING THE STORY (p.81)

- Have students read the note.
- Have students work in pairs to choose the most appropriate ending to their stories.
- [OPTION] Have students share their endings in small groups.
- [OPTION] Have students come up with their own endings and share them in groups.

UNIT 10: A BAD EXPERIENCE

Section C: LISTENING TO THE CONVERSATION (p.82):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B. The storytelling sections are slightly different as they tend to have more gaps than the other units (sometimes requiring one-word answers) and may not always focus on language students have been introduced to in Section B.

- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 10 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.

Answers:

1] Jennifer: **So**... We went to that **restaurant** yesterday, you know, the one that Christian recommended, and, had the **worst experience** we could've had, but it was still kind of funny.

2] Mike: OK. What happened?

3] Jennifer: Um… It was a real mess! Like the soda was flat, uh…the food was **cold**.

4] Mike: Uh huh.

5] Jennifer: We sent the sodas back three times…erm, for different things, and the dishes were **dirty.** It was gross.

6] Mike: Oh no!

7] Jennifer: And then he mixed up… the waiter mixed up all of our… checks and brought back the wrong credit cards with the **wrong** checks so everyone had someone else's stuff.

8] Mike: OK?

9] Jennifer: Yeah, It was crazy! It was kind of funny how bad it was, but it was unfortunate. Um…we couldn't leave because he had everyone's cards. All we could do was **laugh** about it.

10] Mike: So, how long were you… there?

11] Jennifer: Going back and forth with the cards probably took 20 minutes. Finally, we got them back and **just left.**

12] Mike: 20 minutes? I could see how that'd be frustrating.

13] Jennifer: Yeah. Yeah. It was. We took it very, you know, lightly, but it was probably the worst service I've had in a long time. We're **never going back** to that restaurant again – **like ever.**

UNIT 10: A BAD EXPERIENCE

Section D: ANALYZING THE CONVERSATION (p.83):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.

Answers:

1. GETTING THE TURN

1] Jennifer: So....

2. SETTING THE SCENE

1] Jennifer: ……….We went to that restaurant yesterday, you know, the one that Christian recommended, and, had the worst experience we could've had, but it was still kind of funny.

3. EXPLAINING THE UNEXPECTED

3] Jennifer: Um… It was a real mess! Like the soda was flat, uh…the food was cold.

5] Jennifer: We sent the sodas back three times…erm, for different things, and the dishes were dirty. It was gross.

7] Jennifer: And then he mixed up… the waiter mixed up all of our… checks and brought back the wrong credit cards with the wrong checks so everyone had someone else's stuff.

4. REACHING A NARRATIVE CLIMAX

9] Jennifer: Yeah, It was crazy! It was kind of funny how bad it was, but it was unfortunate. Um…we couldn't leave because he had everyone's cards. All we could do was laugh about it.

5. ENDING THE STORY

13] Jennifer: ……….. but it was probably the worst service I've had in a long time. We're never going back to that restaurant again – like ever.

UNIT 10: A BAD EXPERIENCE

Section E: REVIEWING THE MOVES (p.83):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

- Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
- Have them work in pairs and small groups to share their answers.
- If students circled 'No' for any moves, have them look back at Section B and review the tasks.
- [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

DID YOU NOTICE? (p. 83)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. In the storytelling units of Discover Conversation, the DID YOU NOTICE? section focuses on the role of the listener – Speaker B. This is important as Tasks A-E focus exclusively on the storyteller – Speaker A. As teacher, you may also wish to focus on additional aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

- Have students read the DID YOU NOTICE? information and refer back to the dialog on p.82.
- Check students' understanding of DID YOU NOTICE?.
- Explain that Mike uses "What happened?" to encourage Jennifer to tell her story. Explain that the listener should ask questions to get important information and encourage the storyteller when listening to a story.
- Explain that Mike uses short back-channeling phrases to react to the story and show he is listening – uh huh, oh no!, ok?. As these phrases are short and quickly pass the turn back to Jennifer, it allows to keep her extended turn and tell her story.
- Explain that in line 10, Mike has a question to get specific information from Jennifer – How long were you there? When somebody tells a story, the listener may ask questions to get information from the storyteller.
- Explain that Mikes repeats Jennifer's words with rising intonation – 20 minutes? - to then make a further comment on the situation and empathize with her experience.
- [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
- [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.

Section F: GETTING READY TO SPEAK (p.84):

Section F in the storytelling units is different from Units 1-9. The aim is to provide students with the opportunity to think about their own bad experience story before telling it. Students can make short notes in the spaces provided in Task F.

- Have students work individually to complete Task F.
- Have students remember their notes for Task G rather than walk around the classroom with the book.

UNIT 10: A BAD EXPERIENCE

Section G: ROLE-PLAYING THE CONVERSATION (p.84):

This is the core task of the unit. Students use what they have learned to tell their stories to their classmates.

- Put students into pairs to complete Task G.
- Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
- Remind students about the DID YOU NOTICE? section – when listening to a story, be an active listener!
- Have students tell their stories and switch roles.
- Have students repeat with a new partner.
- Keep repeating until the set time has elapsed for storytelling.
- Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on.
  E.g.
    I can get the turn, set the scene, and tell my story, but, I got to my narrative climax too quickly. My story was really short. Next time, I need to speak more.

- [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.85):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions throughout the course as well as their progress.

- Have students listen back through their recorded conversations in Task G.
- Have students choose their best conversation.
- Have students write the dialog in the space provided.
- [OPTION] Have students read their dialog with a partner.
- [OPTION] Have students work in groups to read and comment on each other's dialogs.
- [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
- [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
- [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class.

UNIT 11: BUYING SOMETHING

Section A: THINKING ABOUT THE SITUATION (p.86):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

- Put students into pairs to do Task A - answer questions 1-5. Answers will vary.
- Have students share their answers with a different pair.
- IMPORTANT – the pictures are connected to the story that students will focus on in Unit 11. It is a good idea for you to preview the dialog on p.90 and audio before teaching Unit 11 as you may wish to guide students to certain answers at this stage and pre-teach key vocabulary. Alternatively, you may wish to leave Task A purely as a prediction exercise and return to the questions and pictures in Task A once students have listened to the dialog in Task C.
- IMPORTANT – Question 5 is a different kind of question. Rather than focusing on the pictures, it focuses on reasons why we often tell stories about buying something interesting. Possible answers are that we are often excited about buying the items and want to share the excitement, what we bought was unusual in some way, or we got a real bargain.

Section B: BUILDING THE CONVERSATION (p.87-89):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

Move 1: GETTING THE TURN (p.87)

- Have students read the note and speech bubble.
- [OPTION] Review how Jennifer got the turn in Unit 10.
- Have students work individually and then in pairs to complete Task 1.1.

Task 1.1: Possible answers

A trip to San Diego
Family in San Diego
Something Speaker B has heard or seen on TV about San Diego

- Have students work in pairs to complete Task 1.2

Task 1.2: Answers

And, that's how I met John.	*Oh, talking about boyfriends. I've been on a few dates with Daniel.*
It's such a lovely place. We had such a great time.	*I bet you did. Talking about New York, I went there on a homestay two years ago.*
So, anyway, they're up on my wall. They're amazing and they're really beautiful and I'll love them forever.	*Cool! Speaking of masks, have you seen the ones I've got on my wall?*

- Have students work in pairs to complete Task 1.3.

Task 1.3: Answers will vary as students continue each story.

UNIT 11: BUYING SOMETHING

Move 2: SETTING THE SCENE (p.87-88)

- Have students read the note.
- Have students complete Task 2.1.

Task 2.1: Answer

We may talk about where we were, when the story took place, who we were with, and give a summary as to what kind of story we will tell.

- Have students complete Task 2.2.

Task 2.2: Answers will vary

- Have students work in pairs to complete Task 2.3.

Task 2.3: Answers

Where?   -   there, the zoo, a gift shop

When?   -   two weeks ago

Who with? -   we (we don't know who, but more than one person)

Summary   -   I was actually really surprised (A surprising story)

- [OPTION] Have students think about how they would code – "I was actually just there looking at animals… all that kind of stuff." Possible answer – What doing?
- Have students work individually and then in pairs to complete Task 2.4.
- [OPTION] Have students stand up and walk around the classroom getting the turn and setting the scene of their story with their classmates for a set period of time e.g. 2-3 minutes.

Move 3: EXPLAINING THE UNEXPECTED (p.88)

- Have students read the note.
- Have students work individually to complete Task 3.1.
- Have students share their answers with a partner.

Task 3.1: Answers will vary

- Have students work individually or in pairs to complete Task 3.2.
- Refer students to the example speech bubble.
- Have students share 2 usual things and 1 unusual thing with a partner or in small groups using the language in the speech bubble to help them.

Task 3.2: Answers will vary

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UNIT 11: BUYING SOMETHING

Move 4: REACHING A NARRATIVE CLIMAX (p.89)

- Have students read the note, the example unexpected event, and the two climaxes.
- [OPTION] You may wish to give more examples of narrative climax to students.
- Have students work in pairs to use their lists from Task 3.2 and complete Task 4.1.

Task 4.1: Answers will vary

Possible answers:

Unexpected - They had these unusual toy penguins. I wanted to buy one for my niece and one for my nephew.

Climax – So, when I bought them, the store gave me one free. There was a special offer on – buy two get one free - I was totally surprised.

- Have students read the next note.
- [OPTION] In order to visualize a return to the unexpected event and a second climax, it may be a good idea to draw two mountains on the board and explain a storyteller may decide to take the listener to a second peak.
- Have students work individually or in pairs to complete Task 4.2.

Task 4.2: Answer

The second unexpected event here is the Speaker wondering why the zoo gift shop has these masks for sale.

Speaker A uses a question to return to the unexpected event – "And I was like…how did they get these masks?" (a rhetorical question that Speaker A asks for a dramatic effect. Speaker A does not expect the listener to answer this question). The question is prefaced with "I was like…." to indicate to the listener that the Speaker is reporting a question that he asked himself at the time of being in the gift shop.

- Have students work individually or in pairs to complete Task 4.3 and predict the storyteller's second climax.
- Have them share their answers with a partner or in small groups.

Task 4.3: Answers will vary

Move 5: ENDING THE STORY (p.89)

- Have students read the note and speech bubble.
- Have students work in pairs to complete Task 5.1.
- [OPTION] Refer students back to Unit 10, p.81 to review story endings.

Task 5.1: Answers will vary

Example:

Unexpected – They had these unusual toy penguins. I wanted to buy one for my niece and one for my nephew.

Climax – So, when I bought them, the store gave me one free. There was a special offer on – buy two get one free - I was totally surprised.

Ending – So, anyway….now, there's a toy penguin for my niece. There is a toy penguin for my nephew. And, there's a toy penguin for ME!

UNIT 11: BUYING SOMETHING

Section C: LISTENING TO THE CONVERSATION (p.90):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B. The storytelling sections are slightly different as they tend to have more gaps than the other units (sometimes requiring one-word answers) and may not always focus on language students have been introduced to in Section B.

- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 11 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.

Answers:

1] Mike: Err…__talking about San Diego__, I was there, err…two weeks ago now.

2] Jennifer: Oh really? Wow!

3] Mike: And uh…we'd actually gone __to the zoo,__ and uh…I was actually just there looking at animals, all that kind of stuff.

4] Jennifer: Uh huh.

5] Mike: And, we went to the… __gift shop__ and I was actually __really surprised__ there was a…you know, the regular junk and all that, but on the back wall they had these um…__masks.__

6] Jennifer: Masks?

7] Mike: You know, those really old wooden masks that I like. The ones from all over the place. You know, I collect 'em.

8] Jennifer: Yeah, yeah, yeah! The ones you post on Facebook all the time.

9] Mike: Yup! And, so I __ended up spending__ a little bit more money than I wanted to, but I have these two new beautiful masks.

10] Jennifer: Sweet! Where they from?

11] Mike: Uh…one's from the Ivory Coast, uh…the other one is from um…Mali. And, I was like… __how did they get these masks?__ It seemed very strange that they were at this gift shop. So, I actually talked to the woman.

12] Jennifer: And?

13] Mike: And, she said they have someone who works with the zoo and actually travels to all these different places buying stuff. __So, anyway,__ they're up on my wall. They're amazing and they're really beautiful and I'll love them forever.

14] Jennifer: Cool! You'll have to show me.

UNIT 11: BUYING SOMETHING

Section D: ANALYZING THE CONVERSATION (p.91):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.

Answers:

1. GETTING THE TURN

1] Mike: Err…talking about San Diego....

2. SETTING THE SCENE

1] Mike: ....San Diego, I was there, err…two weeks ago now.

3] M] And uh…we'd actually gone to the zoo, and uh…I was actually just there looking at animals, all that kind of stuff.

5] Mike: And, we went to the… gift shop and I was actually really surprised....

3. EXPLAINING THE UNEXPECTED

5] Mike: ....and I was actually really surprised there was a…you know, the regular junk and all that, but on the back wall they had these um…masks.

7] Mike: You know, those really old wooden masks that I like. The ones from all over the place. You know, I collect 'em.

4.1 REACHING A NARRATIVE CLIMAX

9] Mike: Yup! And, so I ended up spending a little bit more money than I wanted to, but I have these two new beautiful masks.

4.2 RETURNING TO THE UNEXPECTED

11] Mike: ....And, I was like… how did they get these masks? It seemed very strange that they were at this gift shop. So, I actually talked to the woman.

4.3 REACHING A SECOND NARRATIVE CLIMAX

13] Mike: And, she said they have someone who works with the zoo and actually travels to all these different places buying stuff....

5. ENDING THE STORY

13] Mike: ....So, anyway, they're up on my wall. They're amazing and they're really beautiful and I'll love them forever.

UNIT 11: BUYING SOMETHING

Section E: REVIEWING THE MOVES (p.91):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

- Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
- Have them work in pairs and small groups to share their answers.
- If students circled 'No' for any moves, have them look back at Section B and review the tasks.
- [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

DID YOU NOTICE? (p.91)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. In the storytelling units of Discover Conversation, the DID YOU NOTICE? section focuses on the role of the listener – Speaker B. This is important as Tasks A-E focus exclusively on the storyteller – Speaker A. As teacher, you may also wish to focus on additional aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

- Have students read the DID YOU NOTICE? information and refer back to the dialog on p.90.
- Check students' understanding of DID YOU NOTICE?.
- Explain Jennifer's reaction to Mike mentioning San Diego. Remind students of Task 1.1, p.87. Have students think about what Jennifer may have been talking about before Mike says, "Talking about San Diego…."
- Explain about Jennifer's quick clarification question – Masks? - to check her understanding of what Mike has said.
- Explain about the use of "yeah, yeah, yeah." This is a popular way of showing one understands in spoken discourse. Some people may consider it rude in terms of wishing to rush the other person to get on with their story. Some people may consider it merely an indication of excitement when the listener understands or has a shared experience e.g. – "Yeah, yeah, yeah! The ones you post on Facebook all the time." Or "Yeah, yeah, yeah! The same thing happened to me."
- Explain about short questions that a listener can use to show they are listening to the story and encourage the storyteller to continue with their story e.g. And? And then? What did you do? and so on.
- [OPTION] In the story, Mike uses 'actually' in lines 3, 5, and 11. You may wish to refer students back to Unit 1, p.10, lines 10 and 11 and Unit 2, p.18, line 12 in which 'actually' was used by the speakers.
- [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
- [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.

Section F: GETTING READY TO SPEAK (p.92):

Section F in the storytelling units is different from Units 1-9. The aim is to provide students with the opportunity to think about their own shopping experience story before telling it. Students can make short notes in the spaces provided in Task F.

- Have students work individually to complete Task F.
- [OPTION] You may wish students to include a return to the unexpected and a second climax in their shopping experience story.
- Have students remember their notes for Task G rather than walk around the classroom with the book.

UNIT 11: BUYING SOMETHING

Section G: ROLE-PLAYING THE CONVERSATION (p.84):

This is the core task of the unit. Students use what they have learned to tell their stories to their classmates.

- Put students into pairs to complete Task G.
- Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
- Remind students about the DID YOU NOTICE? section – when listening to a story, be an active listener!
- Have students tell their stories and switch roles.
- Have students repeat with a new partner.
- Keep repeating until the set time has elapsed for storytelling.
- Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on.
  E.g.
  I can get the turn, set the scene, and tell my story, but when I was listening to my partner's story, I was really quiet. I need to use more active listening phrases.

- [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.93):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions throughout the course as well as their progress.

- Have students listen back through their recorded conversations in Task G.
- Have students choose their best conversation.
- Have students write the dialog in the space provided.
- [OPTION] Have students read their dialog with a partner.
- [OPTION] Have students work in groups to read and comment on each other's dialogs.
- [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
- [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
- [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class.

UNIT 12: A GOOD EXPERIENCE

Section A: THINKING ABOUT THE SITUATION (p.94):

The aim of Section A is to get students thinking about the target conversation of the unit and to predict the language that may be used in it.

- Put students into pairs to do Task A - answer questions 1-5. Answers will vary.
- Have students share their answers with a different pair.
- IMPORTANT – the picture is connected to the story that students will focus on in Unit 12. It is a good idea for you to preview the dialog on p.97-98 and audio before teaching Unit 12 as you may wish to guide students to certain answers at this stage and pre-teach key vocabulary. Alternatively, you may wish to leave Task A purely as a prediction exercise and return to the questions and pictures in Task A once students have listened to the dialog in Task C.
- IMPORTANT – Question 5 is a different kind of question. Rather than focusing on the pictures, it focuses on reasons why we often tell stories about good experiences. Possible answers are that they are often dramatic, personal to us, and we want our friends to share in our exciting and positive experiences.

Section B: BUILDING THE CONVERSATION (p.95-96):

The aim of Section B is to introduce students to the moves in the target conversation of the unit and get them ready for Tasks F-H. Students will be able to practice each move in a number of short tasks. They will also be implicitly introduced to the language that is used in the target conversation.

- [IMPORTANT] Please note in the final unit of Discover Conversation, Section B – Building the conversation is only 2 pages. The book finishes with a longer and more challenging story in Unit 12. In Section C, the dialog covers two pages (97-98) rather than one.

Move 1: GETTING THE TURN (p.95)

- Have students read the note and speech bubbles.
- Have students work individually and then in pairs to complete Task 1.1.

Task 1.1: Possible answers

Speaker B may have been talking about something related to driving, winning a race, or playing a video racing game.

Move 2: SETTING THE SCENE (p.95)

- Have students work in pairs to complete Task 2.1.
- Have students work individually to complete Task 2.2.
- Have students work in pairs or with their classmates to practice getting the turn and setting the scene of their story.
- [OPTION] Have students stand up and walk around the classroom getting the turn and setting the scene of their story with their classmates for a set period of time e.g. 2-3 minutes.

Task 2.2: Possible answer

When?	-	last weekend
Who with?	-	my old high-school friends
What?	-	came from behind to win the race
Summary	-	dramatic, exciting

UNIT 12: A GOOD EXPERIENCE

Move 3: EXPLAINING THE UNEXPECTED (p.96)

- Have students read the note.
- Have students work individually to complete Task 3.1.
- Have students share their answers with a partner.

Task 3.1: Answers will vary

Move 4: REACHING THE NARRATIVE CLIMAX (p.96)

- Have students read the note.
- [OPTION] You may wish to give some examples of narrative climax to students or refer students back to Unit 10, p.81 and Unit 11, p.89.
- Have students work in pairs to use their lists from Task 3.2 and complete Task 4.1.

Task 4.1: Answers will vary

Possible answers:

Unexpected – there was a dead cockroach in my soup.
Climax – I complained to the manager. I was really angry. I shouted at him. He gave me 20,000 yen as an apology.

Unexpected – I crashed
Climax – I flew out of the go-kart, and into the air, but luckily I had a soft landing. I was okay and nothing was broken. I got back in my go-kart and finished the race.

Move 5: ENDING THE STORY (p.96)

- Have students read the note and speech bubbles.
- Have students work in pairs to complete Task 5.1.

Task 5.1: Answers will vary

Possible answer

Unexpected – I crashed
Climax – I flew out of the go-kart, and into the air, but luckily I had a soft landing. I was okay and nothing was broken. I got back in my go-kart and finished the race.
Ending – So I didn't win anything. But I had a lot of fun. And, I do have some dramatic video of my crash. Let me show you…

- [OPTION] Have students share their endings in small groups.
- [OPTION] Have students come up with their own endings and share them in groups.

UNIT 12: A GOOD EXPERIENCE

Section C: LISTENING TO THE CONVERSATION (p.97-98):

The aim of Section C is to first predict the language and then listen to a conversation between two speakers, Mike and Jennifer. The gap-fill prediction exercise usually focuses on language that students have practiced in Section B. The storytelling sections are slightly different as they tend to have more gaps than the other units (sometimes requiring one-word answers) and may not always focus on language students have been introduced to in Section B.

- [IMPORTANT] In unit 12, the gap-fill focuses wholly on the listener's responses. This has not been pre-taught in Section B; however, gives students the opportunity to consider what the listener's responses might be before listening to the story.
- Put students into pairs. Have them do Task C - read the dialog and try to guess the missing words or phrases. Recommend students to use pencils here, so that incorrect guesses can easily be erased when listening to the audio. Set a time limit for the prediction task.
- Have students work in groups of 4 to share their guesses.
- Play the audio track for UNIT 12 (See WEBSITE LINK) and have students check their guesses. Students write in the missing words or phrases.
- [OPTION] Stop the audio track before the missing words or phrases and have students shout out their guesses.
- [OPTION] After listening and writing in the missing words or phrases, have students read through the dialog in pairs as Mike and Jennifer.

Answers:

1] Mike: So, did I ever tell you the story of…um…did I ever tell you my go-karting story?

*2] Jennifer: No. What's **your go-karting story?***

3] Mike: Well, I went back home a few years ago and erm…I went out with my buddy…with my friend… and erm…he was going go-karting.

4] Jennifer: Uhm.

5] Mike: So, I didn't know the other people on the team and…

*6] Jennifer: A **go-karting team?***

7] Mike: Yeah, well, we were forming teams.

*8] Jennifer: Oh, **I see.***

9] Mike: It was very competitive.

*10] Jennifer: Oh, **OK, OK.***

11] Mike: And, erm…basically, they found out I hadn't driven for years.

12] Jennifer: OK.

13] Mike: So, nobody wanted me on their team. They were a really competitive bunch and er.. so, my buddy said, "OK, you'll be on my team." So, we were given the rules and stuff about going around the track.

14] Jennifer: Uh huh.

15] Mike: And erm…I thought to myself, "Well, I'll try and win." So, erm…So, I really focused in on the driving. And, we started the go-karting and my friend did the first couple of laps and then passed the cart over to me.

UNIT 12: A GOOD EXPERIENCE

16] Jennifer: Right?

17] Mike: Now, I've been playing video games all my life.

18] Jennifer: Ha ha…Mario Kart?

19] Mike: Yeah, Gran Turismo, actually.

20] Jennifer: Ha ha. Ah yeah, **___Gran Turismo.___**

21] Mike: And, it was very similar to that in the fact that when they go round a corner, they're going to leave a space. They're going to go out wide.

22] Jennifer: **___Right___**_._

23] Mike: And, I can just cut in between the space they've left.

24] Jennifer: Yeah, yeah. **___Smart!___**

25] Mike: So, erm…that's what I was doing, and every time I was overtaking them because on every corner they left a space…

26] Jennifer: …Yeah

27] Mike: So, erm, at the end of it, I don't know how many laps we did, I can't remember now, but at the end of it when they announced the winner, we won!

28] Jennifer: Ha ha. **___Because of you.___**

29] Mike: And, here is my winning trophy!

UNIT 12: A GOOD EXPERIENCE

Section D: ANALYZING THE CONVERSATION (p.99):

The aim of Section D is for students to analyze the conversation by coding the moves in the featured dialog of the unit. Students have first practiced and been introduced to the language of the moves in Section B. It also gives students another opportunity to read through the dialog.

- Have students work individually to complete Task D. Have students read and code the moves in the conversation.
- Have students check their answers with a partner.
- [OPTION] Once everyone has the correct answer, have students use different colored highlight pens to highlight each code.

Answers:

1. GETTING THE TURN

1] Mike: So, did I ever tell you the story of…um…did I ever tell you my go-karting story?

2. SETTING THE SCENE

3] Mike: Well, I went back home a few years ago and erm…I went out with my buddy…with my friend… and erm…he was going go-karting.

5] Mike: So, I didn't know the other people on the team and…

9] Mike: It was very competitive.

11] Mike: And, erm…basically, they found out I hadn't driven for years.

*13] Mike: So, nobody wanted me on their team. They were a really competitive bunch and er.. so, my buddy said, "OK, you'll be on my team." So, we were given the rules and stuff about going around the track.

15] Mike: And erm…I thought to myself, "Well, I'll try and win." So, erm…So, I really focused in on the driving. And, we started the go-karting and my friend did the first couple of laps and then passed the cart over to me.

3. EXPLAINING THE UNEXPECTED

17] Mike: Now, I've been playing video games all my life.

21] Mike: And, it was very similar to that in the fact that when they go round a corner, they're going to leave a space. They're going to go out wide.

23] Mike: And, I can just cut in between the space they've left.

25] Mike: So, erm…that's what I was doing, and every time I was overtaking them because on every corner, they left a space…

4. REACHING A NARRATIVE CLIMAX

27] Mike: So, erm, at the end of it, I don't know how many laps we did, I can't remember now, but at the end of it when they announced the winner, we won!

5. ENDING THE STORY

29] Mike: And, here is my winning trophy!

- [IMPORTANT] Line 13 is still setting the scene – it is expected that competitive friends would not want an inexperienced driver on their team.

UNIT 12: A GOOD EXPERIENCE

Section E: REVIEWING THE MOVES (p.99):

The aim of Section E is to serve as a checklist for students and an opportunity to review and practice the moves before students do their own role-plays. This is also useful if you have any students who were absent in the previous lesson and missed Sections A-D.

- Have students work individually through the checklist to do Task E and circle 'Yes' or 'No' accordingly.
- Have them work in pairs and small groups to share their answers.
- If students circled 'No' for any moves, have them look back at Section B and review the tasks.
- [OPTION] You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

DID YOU NOTICE? (p. 99)

The aim of the DID YOU NOTICE? section is to draw students' attention to some of the unique features of spoken discourse. The DID YOU NOTICE? section focuses on a selection of the interesting aspects of the featured dialog in the unit. In the storytelling units of Discover Conversation, the DID YOU NOTICE? section focuses on the role of the listener – Speaker B. This is important as Tasks A-E focus exclusively on the storyteller – Speaker A. As teacher, you may also wish to focus on additional aspects within the dialog.

IMPORTANT – You may wish students to refer to the DID YOU NOTICE? section before doing Task E.

- Have students read the DID YOU NOTICE? information and refer back to the dialog on p.97-98.
- Check students' understanding of DID YOU NOTICE?.
- Explain that Jennifer finds it funny there were go-karting teams. Have students work in pairs to think about why that might be funny for Jennifer.
- Explain the use of "OK, OK" to show that Jennifer has understood.
- Explain or elicit the difference between Mario Kart and Gran Turismo. Mario Kart may be considered a less serious and more childish racing game than Gran Turismo. Mike corrects Jennifer to explain he plays Gran Turismo.
- Explain how the listener, Jennifer makes comments on the story – "Yeah, yeah. Smart! – Because of you" to show she is listening to Mike and to encourage him to continue with his story.
- [OPTION] Play the audio track for the unit again so that students can hear the featured aspects of spoken discourse.
- [OPTION] Have students read the dialog in pairs to practice the featured aspects of spoken discourse.

Section F: GETTING READY TO SPEAK (p.100):

Section F in the storytelling units is different from Units 1-9. The aim is to provide students with the opportunity to think about their own story about a good experience before telling it. Students can make short notes in the spaces provided in Task F.

- Have students work individually to complete Task F.
- Have students remember their notes for Task G rather than walk around the classroom with the book.

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UNIT 12: A GOOD EXPERIENCE

Section G: ROLE-PLAYING THE CONVERSATION (p.100):

This is the core task of the unit. Students use what they have learned to tell their stories to their classmates.

- Put students into pairs to complete Task G.
- Remind students to use their smartphones, tablets, or other devices to record each conversation they have.
- Remind students about the DID YOU NOTICE? section – when listening to a story, be an active listener!
- Have students tell their stories and switch roles.
- Have students repeat with a new partner.
- Keep repeating until the set time has elapsed for storytelling.
- Have students work individually on the REFLECTION section. Students rate their performances. Students complete the box with what they can do and what they need to improve on.
  E.g.
  I can get the turn, set the scene, and tell my story, but my story was short. I need to give more information and make it more dramatic for the listener.

- [OPTION] Have students share their reflections with a partner.

Section H: TRANSCRIBING YOUR CONVERSATION (p.101):

Section H gives students the chance to listen back and transcribe the best of their conversations in Task G. This provides students with a record of their spoken interactions and progress throughout the course.

- Have students listen back through their recorded conversations in Task G.
- Have students choose their best conversation.
- Have students write the dialog in the space provided.
- [OPTION] Have students read their dialog with a partner.
- [OPTION] Have students work in groups to read and comment on each other's dialogs.
- [OPTION] Have students swap dialogs with a partner and code the moves in each other's dialogs.
- [OPTION] Have students complete transcriptions for homework. You may wish to have students write them on a separate piece of paper or in a course notebook so that you can collect them in and comment on them. This may also be used as a means of assessing the Discover Conversation course.
- [OPTION] Use dialogs as a review at the start of the next class – ask students to perform their dialogs with each other in small groups or in front of the class.

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