

Ideas for teaching Discover Conversation via ZOOM

Halico
CREATIVE EDUCATION

zoom

Dear Teachers,

Please find below ideas for teaching Discover Conversation Via ZOOM. I have used Unit 4 as an example, please refer to the sample pages on the Halico website - <https://halico.jp/discover-conversation>.

This is for one unit over a 90-minute period. Please check at the end for suggested times for doing one unit over two classes (180 minutes).

1. Getting started [5 minutes]

- Start your Zoom meeting
- Click on “Participants” - Click on “Invite”
- Share the meeting URL with your students (via LINE, email etc.)
- Alternatively, set up a recurring zoom meeting via Schedule Meeting
- Admit students via the waiting room
- Do greetings / attendance check to make sure students have joined with audio and camera

2. A - Thinking about the situation (p.30) [5 minutes]

- Assuming students have the textbook, have them turn to page 30
- Alternatively, take a photo of the picture prior the lesson (or find a similar one on the Internet), have the picture on your desktop – Click Share screen – Desktop – ask the 5 questions to all students in the main room
- Alternatively, use breakout rooms – put students into pairs or groups to discuss the questions on p.30 for 2-3 minutes and then return to the main room to share their answers

3. B – Building the conversation (p.31-33) [30 minutes]

- **Move 1** – Saying hello and greetings (p.31) – review the move in the main room by having students look back to p.15 and sharing ways to say hello and greet friends.
- Select pairs in the main room to practice saying hello and greeting. For example, “Haruka and Takeo, please say hi and greet each other”
- **Move 2** – Explaining you don’t have much time (p.31) – Read out the note and example 1. Have students think of other ways to explain that you don’t have much time. They can share their answers verbally, write them in the meeting chat box (Click Chat), or write them on the Zoom whiteboard (Click share screen – whiteboard) (NOTE – you can save the meeting chat and Zoom whiteboard and send it to students after the lesson)
- Give students time to write down the answers that have been shared. There is space in the textbook for examples (p.31)
- Alternatively, call on pairs to practice the move in the main room or use breakout rooms for pairs to practice with each other.

- **Move 3** – Inviting somebody to go somewhere (p.32-33) – explain the steps to the move in the main room and give examples. Go through each task 3.1-3.5 with students in a similar way to Move 2.
- **Move 4** – Making arrangements (p.33) – Read through the note and examples for making arrangements in the textbook. In the main room, the teacher gives example places where people may be invited to (e.g. movie theater, zoo, restaurant, park) and students have to shout out a suggested place and time to meet (e.g. Teacher – barbecue by the river. Student – How about meeting at 11pm at the station?). Alternatively, use breakout rooms for students to practice for 2-3 minutes.
- **Move 5** – Closing the conversation (p.33) – Have students look back at Unit 2, p.17 and share how people can close conversations.

4. C – Listening to the conversation (p.34) [10 minutes]

- Have students look at p.34 in their textbooks and try to guess the missing words. Students can refer back to p.31-33 to help. Have students share answers in the main room. You can use the meeting chat to make a note of students' guesses. Alternatively, use breakout rooms for students to work together in pairs or small groups to complete the task and then share their answers in the main room.
- Play the listening track for Unit 4 and have students check their answers (NOTE – MP3s are available from the Halico site - <https://halico.jp/discover-conversation> - see bottom of the page). To play the audio, either share screen and play from your computer or have the audio set up to play on a separate device (e.g. tablet or smartphone). Make sure students write down the answers in their textbooks.
- **OPTIONS** – put students into pairs in a breakout room to read through the dialog.

5. D – Analyzing the conversation (p.35) [5 minutes]

- Have students work individually in their textbooks to code the moves in the dialog.
- Check their answers in the main room.
- **OPTIONS** – Download the teacher's book – see free download pdf from Halico site - <https://halico.jp/discover-conversation> - bottom of the page). Have the pdf open on your desktop (p.30) and share your screen on Zoom to show the answers to students.

6. E – Reviewing the moves (p.35) [5 minutes]

- Have students work individually to review the moves on p.35
- **OPTION** – in the main room, do a quick verbal quiz – “How can I say hello?...How can I ask someone if they are free?”
- **OPTION** - Explain the Did you notice? features of spoken discourse that are included at the bottom of p.35. Ask students what else they notice about the dialog on p.34.

7. F – Getting ready to speak (p.36) [3 minutes]

- Have students work individually to complete the role-play card information on p.36.

8. G – Role-playing the conversation (p.36) [22 minutes]

- Put students into pair breakout rooms for 4-5 minutes. In the breakout room, student A explains they don't have much time and makes an invitation to student B, Student B accepts the invitation, they switch roles.
- Bring students back to the main room – feedback on any problems
- Send students to a new breakout room with a new partner.
- Repeat

9. H – Transcribing the conversation (p.37) (5 minutes)

- This can be set for homework in the last 5 minutes of the class.
- **OPTION 1** – Assign students a homework partner, have them meet up on Zoom to role-play 2 short conversations, record it as an audio file, and send it to you
- **OPTION 2** – Assign students a homework partner, have them meet up on Zoom to role-play 2 short conversations, record it as an audio file, transcribe one of the conversations, and send you the transcription (They can write the transcription in their textbooks and send you a photo of their homework, write it in google docs and share with you etc.)

Recommended timings for one unit over two classes:

Lesson one:

1. Getting started	5 minutes
2. A – Thinking about the situation	10 minutes
3. B – Building the conversation	45 minutes
4. C – Listening to the conversation	10 minutes
5. D- Analyzing the conversation	10 minutes
6. Review and homework	10 minutes

Lesson two:

1. Getting started	5 minutes
2. E – Reviewing the moves	15 minutes
3. F – Getting ready to speak	10 minutes
4. G – Role-playing the conversation	45 minutes
5. Review and homework	15 minutes