

Teaching notes and answer key

2D English in action


Introduction

The goal of this lesson is for students to show interest in a conversation. To help them achieve this, they will learn some useful phrases for responding to situations

Warm-up

Ask Ss to think about the last time they had a problem and somebody helped them, or the last time they helped someone who had a problem. Give them an everyday example to show that it does not need to be very exciting or major: *I was very tired on my way home from work and the bus was full. A nice lady saw I was tired and gave me her seat.* Put Ss in pairs to compare ideas then elicit answers from a few pairs. Ask them how it feels to help or be helped.

1 Ask Ss to look at the first picture and decide who the people are, what is happening and how the people are feeling. Put Ss in pairs to discuss the other pictures. Monitor and help with any vocabulary where necessary. When they finish, ask a few pairs for their ideas and add them to the board, but do not confirm if they are correct at this stage.

2a  **2.10** Tell Ss they will listen to three conversations. While they listen, they should match the conversations with pictures A–C. Put Ss in pairs to compare answers before checking with the whole class. Look back at the board and ask Ss if they predicted correctly.

Answers: 1 B 2 C 3 A

b Explain that Ss are going to listen again. This time they should listen not for the main speaker, but for the listener and notice how they respond and help the storyteller. Ask them to check answers together and offer a chance to listen again before conducting feedback.

Answers: The listener responds by asking questions and making encouraging comments.

c Focus attention on the Useful phrases. Explain that Ss are going to listen again and tick the phrases they hear. They may hear an expression once, more than once or not at all. Play the conversations one by one and check answers as you go.

Answers: Uh huh. 1, 3 What happened? 1
What did you do? 1, 2 Wow! 2 That's so cool! 2
That's awful! 1 That's amazing 3 Great! 2 Really? 1, 3
Oh no! 1, 2

Audioscript 2.10

Conversation 1

A: Did I tell you about my nightmare day last week?

B: No, I don't think so. What happened?

A: I locked myself out of my house. I left the keys inside and shut the door.

B: Really? Oh, no! What did you do?

A: Well, I called the landlord ...

B: Uh huh.

A: And I found out he was on holiday. In Hawaii.

B: That's awful! So, what happened? Did you get back into the house?

A: Well, it was OK in the end. I got in touch with the landlord's son, but, yeah, a very frustrating day ...

Conversation 2

A: How was your holiday?

B: Yeah, it was interesting. It was my first time in Asia.

A: Great! Where were you?

A: We spent three days in Beijing and five in Tokyo.

B: Wow, that's so cool!

A: Yes, and no. It was a cool experience, but everything felt really strange to me in the beginning, so many people, and everything so different from home. Plus, our bags got lost between Beijing and Narita airports.

B: Oh, no! What did you do?

A: Well, we had to wait, they arrived at the hotel a couple of days after we arrived. At least we had a good excuse to go shopping for clothes!

B: True! Well, at least you got something good out of it.

Conversation 3

A: Do you remember that band, 'A-ha'?

B: Yes, of course.

A: Well, I was walking down the street the other day, after work ...

B: Uh huh.


A: And I saw the lead singer!

B: Really? Morten Haarkett? That's amazing! Did you speak to him?

A: Yes! I felt so embarrassed, but I couldn't miss the opportunity, so I went up to him.

B: So, what did you say?

A: Honestly, I don't remember. I couldn't finish a sentence. Something about 'I was such a big fan of your band', and then I realised I said 'was' and the only thing I could do was look at my shoes. But I met him!

3a  **2.11** Tell Ss they are going to listen to some phrases and decide if the speaker is interested or not, and then practise showing interest using the phrases. Ask them to look at the statements. Play the audio and pause after each one to discuss it as a class. Refer to the information in the Pronunciation checkpoint.

Answers: 1 bored 2 interested 3 bored 4 interested

b  **2.12** Tell Ss to listen again and repeat after the audio.

Pronunciation checkpoint

When using these phrases, rising intonation will help Ss to sound interested. Flat intonation suggests the opposite. Encourage Ss to repeat the phrases after you (or after the audio) with animated intonation. Help Ss to notice the contrast by saying *That's great* with flat intonation and then with rising intonation.

4 Model the activity yourself by saying *I had an interesting day yesterday...* Wait for a range of reactions to show that several responses are possible. Then get two students to say the story across the class in an open pair. Then, put Ss in pairs to try the conversation, with one telling the story and the other responding and reacting. When they finish, give feedback on good use of language then ask them to change roles. Finally, ask a confident pair to perform their conversation for the class.

5a Ask Ss to choose a situation from the list or think of their own situation.

b Ask Ss to make a few notes for each bullet point. Tell them to write only words, not sentences. Monitor and help with any vocabulary where necessary.

c Put Ss in pairs to take turns to tell their story. Remind them to say each sentence and then pause to allow their partner time to respond and show interest. Ask pairs to change roles when they finish.

WORKBOOK ANSWER KEY

20

1

1 What 2 That's 3 Oh no 4 Uh huh

2

1 a 2 b 3 c 4 c 5 a 6 b 7 a

Optional alternative activity

Give each pair of Ss two cards with *interested* written on one and *bored* written on the other. Explain that Student B should pick one up each time A speaks and respond in that way. After the response, Student A tells B how their response sounded and then they check the card together. This activity helps Ss become more aware of their range of intonation.

Reflection on learning

Write the following questions on the board:

Which role did you prefer, A or B? Why?

Was it easier to talk about your own story or use the one in the book? Why?

Did your language get better as the lesson continued?

Put Ss in pairs to discuss the questions. When they have finished, you could ask for ideas on revising the vocabulary.

Homework ideas

Reflection on learning: write your answers.

Workbook: Ex 1–2, p13

Mobile app: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

