

This section can be integrated to a varying degree:

- It can be completely omitted if so desired: the textbook was designed to work without covering the conversation strategies.
- The material can be covered lightly, mainly for demonstration purposes to point out common features of “natural” conversation.
- It can be integrated more deeply, and practiced actively during class – see below:

How to teach tips:

- Read in pairs after going over the tips – often intonation and body language accompanying these phrases are unique and it is beneficial to emphasize this.
- In addition to the mini-dialogues, each MAIN dialogue also contains various conversation strategies. Identifying and underlining examples of these is an activity introduced in the first review unit. However, this can be done more regularly if the strategies receive a greater focus in class. This type of activity becomes even more meaningful after several of the strategies have been covered, and at the end of the course when all have been studied.
- The strategies (especially the first 6-7) are presented in order of usefulness and expediency (most useful / important in Unit 1), so if a teacher varies the order of units they may still wish to cover these strategies starting from the beginning.
- “Classroom English” phrases are notorious for being difficult to produce confidently unless each phrase is drilled often and practiced to perfection so students can produce them instinctively and without thinking.
- Role play: the teacher can create opportunities to encourage students to use Classroom English phrases: e.g. suddenly start talking very quietly to elicit “Could you speak more loudly”, give unclear or confusing instructions to elicit “Sorry, I don’t follow you”, ask students to write down a difficult word to elicit “How do you spell that”, etc.
- After the teacher models such examples, students can then be asked to create similar role-play situations themselves, then practice, and finally present in pairs or groups.



DOUBLES DICTATION *See rationale and directions below.*

Pair-dictation is an effective way to help students actively use and develop reading, writing, speaking and listening skills. Students dictate information to each other, which requires them to focus on form, function and content. Advantages of pair-dictation include:

- Enhances productive skills (speaking and writing) and receptive skills (reading and listening).
- Encourages the speaker to focus on pronunciation.
- Helps the listener to pay attention to the form and content of what (s)he is hearing.
- Improves students’ understanding of grammar, spelling, punctuation and sentence structure.
- Students at different levels can help and support each other.
- Creates a safe and non-threatening learning environment – students aren’t required to perform in front of the whole class.